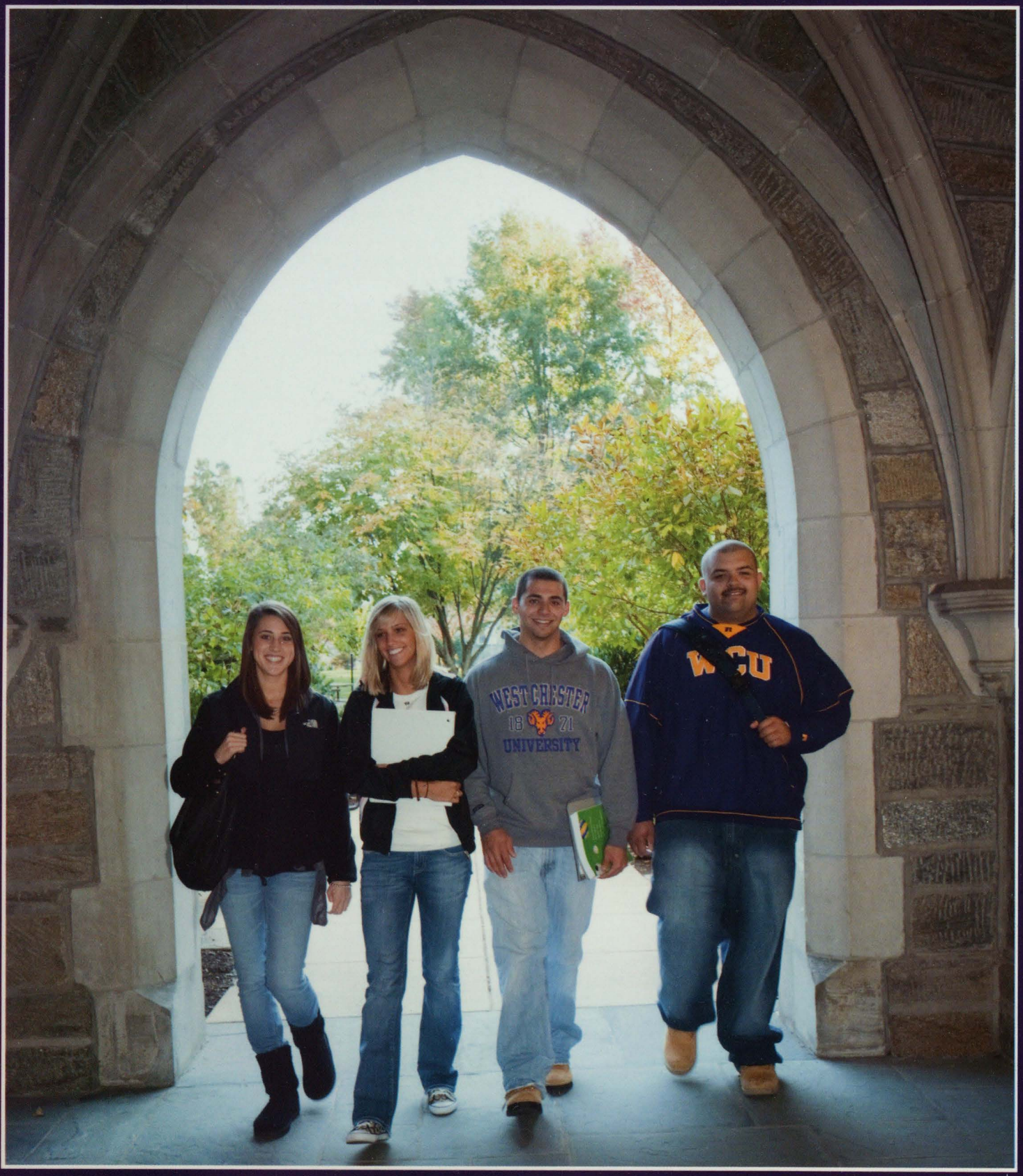
West Chester University of Pennsylvania



Undergraduate Catalog 2010-2011

Undergraduate Catalog 2010-2011

The provisions of this catalog are not to be regarded as an irrevocable contract between the student and the University. West Chester University reserves the right to change any provisions or requirements at any time. An electronic version of this catalog also is available on the University's Web site: www.wcupa.edu.

West Chester Vision Statement

West Chester University will be a national model for excellence for public regional comprehensive universities especially noted for:

- Undergraduate programs that actively engage students in connecting the life of the mind to the world in which they live and work.
- The responsiveness of its graduate and post-baccalaureate programs to regional needs.
- Its focus on providing lifelong-learning, technical, and applied skills essential to graduates' success now and in the future.
- A commitment by faculty, staff, and administrators to provide access and to serve effectively the educational needs of a diverse student body.
- Its role as a leading educational and cultural resource and partner in fostering the economic, social, and cultural vitality of southeastern Pennsylvania.

The West Chester University Mission Statement

West Chester University, a member of the Pennsylvania State System of Higher Education, is a public, regional, comprehensive institution committed to providing access and offering high-quality undergraduate education, select post-baccalaureate and graduate programs, and a variety of educational and cultural resources for its students, alumni, and citizens of southeastern Pennsylvania.

The West Chester University Values Statement

West Chester University is committed to attracting, enrolling, and graduating quality students from a wide variety of educational, cultural, and economic backgrounds. This endeavor requires the University to attract and retain highly qualified faculty and staff and to provide each member of the University community with learning and leadership development opportunities. To this end, the University supports and encourages programs which benefit all people and which seek to eradicate discrimination and injustice. We treasure what we believe to be the highest principles of American society: the worth and uniqueness of each individual, the belief that success is to be earned by individual effort put forth in an environment founded on equality of opportunity, and the appreciation of the ideal of an inclusive society.

We believe that it is incumbent upon all members of our community – staff, students, faculty, and administrators – to conduct themselves with civility toward one another at all times. We value the special talents and contributions of each member of our community. We further affirm the worth and dignity of each member and the shared responsibility of all to treat each other as individuals, with respect and courtesy.

As a university owned by the citizens of Pennsylvania, we value our mission to provide the best educational opportunities possible which will enable the University community to successfully address the concerns of a global society. To this end, West Chester University seeks to provide diligent advising for students and to focus on teaching students to think clearly and critically, to make logical and ethical judgments, and to communicate effectively with others.

West Chester University's community strongly supports the principles of academic integrity and academic responsibility, viewing both as the province of every member of the campus community. We hold the highest esteem for teaching directed toward student learning and affirm that mastery of content as well as mastery of teaching skills necessary to communicate such content are paramount.

This values statement is intended to be a living document which will serve West Chester University as it changes and evolves in the coming years.

Communications Directory

MAILING ADDRESS:	West Chester University West Chester, PA 19383
TELEPHONES:	Dial 610-436 plus number in parentheses. For offices not shown here, call the Information Center: 610-436-1000.
World Wide Web:	www.wcupa.edu
Academic Development Program	Academic Development Program, Lawrence Center (3505)
Admissions/Undergraduate Catalogs	Office of Admissions, Messikomer Hall (3411); 877-315-2165 (toll free)
Affirmative Action	Office of Social Equity, 13/15 University Ave. (2433)
Billing/Payments	Office of the Bursar, 25 University Ave. (2552)
Bookstore	Student Services, Inc., Sykes Union (2242)
Careers/Placement	Twardowski Career Development Center, Lawrence Center (2501)
Conference Services	Office of Conference Services, 13/15 University Ave. (6931)
Continuing Education (Adult Studies)	Office of Graduate Studies and Extended Education, McKelvie Hall (1009)
Counseling	Counseling Center, Lawrence Center (2301)
Financial Aid/ Work Study	Office of Financial Aid, 25 University Ave. (2627)
Graduate Studies/ Catalogs	Office of Graduate Studies and Extended Education, McKelvie Hall (2943)
Housing	Residence Life and Housing Services, Lawrence Center (3307)
Police	Public Safety Department, Peoples Building (3311)
Pre-Major Advising Center	Academic Affairs, Lawrence Center (3505)
Public Relations and Marketing	Office of Public Relations and Marketing, 13/15 University Avenue (3383)
Services for Students with Disabilities	Director, Office of Services for Students with Disabilities, Lawrence Center (2564)
Student Activities and University Events	Student Programming Dept./Student Activities, Sykes Student Union (2983)
Student Services, Inc.	Sykes Student Union (2955)
Scheduling/Registration	Office of the Registrar, 25 University Ave. (3541)
Summer Sessions	Office of the Registrar, 25 University Ave. (2230)
Teacher Certification	Teacher Education Center, Francis Harvey Green Library (3090)

Accreditation

West Chester University is accredited by the Middle States Commission on Higher Education (MSCHE), 3624 Market St., Philadelphia, PA 19104-2680, 215-662-5606. Academic program accreditations include the Accreditation Council for Continuing Medical Education (AACME), American Chemical Society (ACS), American Council on the Teaching of Foreign Languages (ACTFL), American Orff Schulwerk Association (AOSA), American Speech-Language-Hearing Association (ASHA), Association to Advance Collegiate Schools of Business (AACSB), Commission on Accreditation of Allied Health Education Programs (CAAHEP), Commission on Accreditation of Athletic Training Education (CAATE), Commission on Accreditation of Dietetic Education (CADE), Commission on Collegiate Nursing Education (CCNE), Council for Accreditation and Related Educational Programs (CACREP), Council on Education for Public Health (CEPH), Committee on Accreditation for Respiratory Care (CoARC), Council of Social Work Education (CSWE), Forensic Education Program Accreditation Commission (FEPAC), International Reading Association (IRA), National Association of Schools of Music (NASM), National Association of Schools of Theatre (NAST), National Association for Sport and Physical Education (NASPE), National Council for the Social Studies (NCSS), National Council of Teachers of English (NCTE), National Council of Teachers of Mathematics (NCTM), National Environmental Health Science and Protection Accreditation Council (EHAC), National Science Teachers Association (NSTA), and Organization of American Kodaly Educators (OAKE). West Chester University's professional education programs are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and approved by the Pennsylvania Department of Education (PDE) to recommend candidates for certification.

Nondiscrimination/Affirmative Action Policy

West Chester University is committed to providing leadership in extending equal opportunities to all individuals. Accordingly, the University will make every effort to provide these rights to all persons regardless of race, religion, sex, national origin, ancestry, age, sexual orientation, disability, veteran status, or other protected-class status. This policy applies to all members of the University community including students, faculty, staff, and administrators. It also applies to all applicants for admission or employment and all participants in University-sponsored activities.

West Chester University will take all necessary steps to

1. Recruit, hire, utilize, train, and promote for all job classifications without regard to race, religion, sex, national origin, ancestry, age, sexual orientation, disability, veteran status, or protected-class status.
2. Recruit and admit students without regard to race, religion, sex, national origin, ancestry, age, sexual orientation, disability, veteran status, or other protected-class status.
3. Base decisions on selection, employment practices, employee utilization, job training, career mobility, promotion, program operations, and services provided so as to further the principles of equal opportunity and affirmative action.
4. Create and maintain a climate free from discrimination and harassment of any individual.
5. Create and maintain a climate free from sexual harassment of any individual.
6. Make every effort to increase the admission and employment opportunities for qualified persons with disabilities.
7. Assure that reasonable accommodation will be made for all the physical and mental limitations of qualified individuals.
8. Assure that in offering employment or promotion to persons with disabilities, no reduction in compensation would result because of disability, income or other benefits.

This policy is in compliance with federal and state laws, including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendment of 1972, Section 504 of the Rehabilitation Act of 1972, Americans With Disabilities Act of 1972, Americans With Disabilities Act of 1990, and Executive Order of the Governor of Pennsylvania.

Overall responsibility for the implementation of the affirmative action-equal opportunity policy has been assigned to the director of social equity. Any individual having suggestions, problems, complaints, or grievances with regard to equal opportunity or affirmative action is encouraged to contact the director of social equity, 13/15 University Avenue, Room 100, 610-436-2433.

Sexual Harassment Policy

West Chester University is committed to equality of opportunity and freedom from unlawful discrimination for all its students and employees. Sexual harassment is a form of unlawful discrimination based on sex and will not be tolerated in any form by faculty, staff, students, or vendors. Upon official filing of a complaint, immediate investigation will be made, culminating in appropriate corrective action where warranted, which may include termination of the relationship with the University. Retaliatory actions against persons filing a complaint of sexual harassment, or any person cooperating in the investigation of a complaint, are also prohibited. Acts of retaliation shall constitute misconduct subject to disciplinary action.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other harassing conduct of a sexual nature. Sexual harassment occurs when

1. submission to the unwelcome conduct of a sexual nature is made either explicitly or implicitly a term or condition of an individual's employment or status in a course, program, or activity;
2. submission to or rejection of the unwelcome conduct of a sexual nature by an individual is used as the basis for an academic or employment-related decision affecting such an individual; or
3. the unwelcome conduct of a sexual nature is sufficiently severe, persistent, or pervasive as to substantially limit or interfere with an individual's work, educational performance, participation in extracurricular activities, or equal access to the University's resources and opportunities; or
4. such conduct creates an intimidating, hostile, or abusive living, working, or educational environment.

This policy is not intended to interfere with the protections afforded by law to freedom of speech. Additional information, including examples of what constitutes sexual harassment, is available from the Office of Social Equity. Individuals who believe themselves to have been sexually harassed, or who have questions about the University's policy on this matter, should contact the director of social equity, 13/15 University Avenue, Room 100, 610-436-2433.

ADA Policy and Accommodations

The University's complete ADA Policy Statement and commitment to accommodations compliances are on page 61 of this catalog.

Contents

Communications Directory ii
Introducing West Chester University 3
Campus and Facilities 4
Admission to West Chester University 7
Fees and Expenses 9
Financial Aid 12
Student Affairs 23
Academic Affairs 31
Degree Requirements 38
Academic Policies and Procedures 45
Structure of Academic Affairs 62
Undergraduate Programs at West Chester 63
Programs of Study and Course Offerings 64
- Department of Accounting 65
- Department of Anthropology and Sociology 66
- Department of Art 68
- Department of Biology 70
- Department of Chemistry 74
- Department of Communication Studies 76
- Department of Communicative Disorders 79
- Department of Computer Science 80
- Department of Counselor Education 82
- Department of Criminal Justice 82
- Department of Early and Middle Grades Education 84
- Department of Economics and Finance 88
- Department of Educational Development 91
- Military Science Program (Army ROTC) 91
- Air Force ROTC Program 92
- Department of English 93
- Department of Geography and Planning 98
- Department of Geology and Astronomy 101
- Department of Health 103
- Department of History 107
- Honors Program 110
- Interdisciplinary Programs 112
  - American Studies Program 112
  - Ethnic Studies Program 113
  - Latin-American Studies Program 114
  - Linguistics Program 114
  - Peace and Conflict Studies Program 114
  - Russian Studies Program 115
- Department of Kinesiology 115
- Department of Languages and Cultures 119
- Liberal Studies Program 124
- Department of Literacy 125
- Department of Management 127
- Department of Marketing 128
- Department of Mathematics 129
- Music (School of) 133
  - Department of Applied Music 134
  - Department of Music Education 136
  - Department of Music History and Literature 137
  - Department of Music Theory and Composition 137
- Department of Nursing 139
- Pharmaceutical Product Development Program 141
- Department of Philosophy 142
- Department of Physics and Pre-Engineering Program 144
- Department of Political Science 146
- Pre-Medical Program 149
- Department of Professional and Secondary Education 150
- Department of Psychology 152
- Social Studies Teacher Certification 153
- Department of Social Work 154
- Department of Special Education 156
- Department of Sports Medicine 159
- Teaching Certification Programs 161
- Department of Theatre and Dance 163
- Women's and Gender Studies Program 166

Commonwealth of Pennsylvania 168
Administration 169
Faculty 170
Academic Calendar 185
Weather Alert Notification 185
Campus Map 186
Index 187

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Introducing West Chester University

Quality education at a reasonable price... this is the goal of West Chester University, the second largest of the 14 institutions of higher learning that compose the State System of Higher Education of the Commonwealth of Pennsylvania. A comprehensive and multipurpose university, West Chester serves individuals of all ages with a variety of programs to fill their educational needs.

West Chester offers degrees in the arts and sciences, teacher preparation and certification, advanced study preparation in fields such as medicine and law, education for specific professions, and continuing education. See page 62 for a complete listing of undergraduate degree programs.

Total enrollment at West Chester includes more than 11,900 undergraduate students and about 2,300 graduate students. While most undergraduates are recent high school graduates preparing for career objectives, many others are older individuals, including veterans and homemakers, who either never before had the opportunity for a college education or whose schooling was interrupted.

Most students are residents of Pennsylvania, but students from other states and foreign countries are welcome. West Chester's student body represents a cross section of many ethnic, racial, and religious groups and includes students from all economic levels.

Like the world around it, West Chester University is constantly changing and growing. The school continues to broaden and modify the nature and number of its programs to reflect the needs of its students in their endeavor to prepare themselves for success and fulfillment in life.

History of the University

Although its founding year is 1871, the University in fact has deeper roots tracing from West Chester Academy, a private, state-aided school that existed from 1812 to 1869. The academy enjoyed strong support from the highly intellectual Chester County Cabinet of the Natural Sciences of the pre-Civil War decades. It was recognized as one of Pennsylvania's leading preparatory schools, and its experience in teacher training laid the groundwork for the normal school years that were to follow.

As the state began to take increasing responsibility for public education, the academy was transformed into West Chester Normal School, still privately owned but state certified. The normal school admitted its first class, consisting of 160 students, on September 25, 1871. In 1913, West Chester became the first of the normal schools to be owned outright by the commonwealth.

West Chester became West Chester State Teachers College in 1927 when Pennsylvania initiated a four-year program of teacher education. In 1960, as the commonwealth paved the way for liberal arts programs in its college system, West Chester was renamed West Chester State College, and two years later introduced the liberal arts program that turned the one-time academy into a comprehensive college.

In recognition of the historic merit of the campus, in 1981 the West Chester State College Quadrangle Historic District was placed on the National Register of Historic Places. The buildings included in this historic district are Philips Memorial Building, Ruby Jones Hall, Recitation Hall, and the Old Library. Except for Philips, these buildings are all constructed of native Chester County serpentine stone.

West Chester State achieved another major milestone with passage of the State System of Higher Education bill. West Chester became one of the 14 universities in the State System of Higher Education on July 1, 1983. Along with its new name — West Chester University of Pennsylvania of the State System of Higher Education — the institution acquired a new system of governance and the opportunity to expand its degree programs.

The Frederick Douglass Institute

The Frederick Douglass Institute at West Chester University is an academic program for advancing multicultural studies across the curriculum and for deepening the intellectual heritage of Frederick Douglass, the former slave, distinguished orator, journalist, author, and statesman. Douglass, who was a frequent visitor to the West Chester area, gave his last public lecture on West Chester's campus on February 1, 1895; an official historical marker has been placed to denote that location. Thirty years earlier, at the inauguration of a Baltimore, Maryland, institute named for him in October 1865, Douglass said that the mission was "to be a dispenser of knowledge, a radiator of light. In a word, we dedicate this institution to virtue, temperance, truth, liberty, and justice."

At West Chester University, the Douglass Institute is primarily involved in four academic areas: 1) conducting research in multiculturalism and on Frederick Douglass; 2) sponsoring distinguished exhibits and lectures; 3) establishing opportunities for advanced study for public, private, and college-level teachers; and, finally, collaborating with historical societies and other educational and cultural agencies. West Chester University's Douglass Institute is recognized as the model for other Pennsylvania campuses and is called collectively the Frederick Douglass Institute of the Pennsylvania State System of Higher Education.

The activities of the institute take place on and off campus. With undergraduate and graduate students, and West Chester faculty, the institute sponsors seminars and forums on selected topics. The Anna Murray Douglass Circle is the name for a lecture series offering a platform for today's leading intellectuals. Annually in October, the institute sponsors Douglass Days, a festival of educational activities on Douglass and multiculturalism that involves the entire campus and surrounding communities.

For further information call the Frederick Douglass Institute at 610-436-2766, or e-mail FDouglass@wcupa.edu. The fax number is 610-436-2769.

The Frederick Douglass Society

Drawing its content from our campus history of social consciousness and its structure from a variety of models in public life, the Frederick Douglass Society of West Chester University is the organization of faculty and staff at West Chester who embrace Frederick Douglass' quest for freedom and inclusiveness. Named in 1983 for one of the 19th century's most distinguished advocates of human freedom, the organization is oriented toward self-help and improvement by offering a collective voice in the affairs of the University. Its programs also aim to stimulate other groups on campus to enrich our climate. The society annually raises money for scholarship funds. It also seeks, by the example of Douglass, to promote an intel-

lectual standard that is not only grounded in excellence but profoundly rooted in the public mission of higher education.

Institute for Women

The Institute for Women was initially designated to serve as the parent organization to represent the interests of women on campus. The institute is an independent body headed by a director and board of directors. Along with the Commission on the Status of Women, Women's Center, and women's studies program, the Institute for Women engages in campus activities for the benefit of women students, faculty, and staff.

The institute sponsors activities to enhance the self-esteem and career success of women at the University including the Graduate Grant, Endowed Book Funds, and support for campus programs. The institute prepares periodic reports on the status of women at the University and has also secured Charlotte W. Newcombe Scholarship Grants for mature or second-career women for more than 25 years. For more information contact Dr. Adale Sholock, director, at 610-436-2122.

Location of the University

West Chester University is in West Chester, a town that has been the seat of government in Chester County since 1786. With a population of about 20,000, the borough is small enough to have the pleasant aspects of a tree-shaded American town, large enough to contain essential services and the substance of a vigorous community, and old enough to give the student exposure to America's early history. Students can walk to West Chester's many churches. The town has excellent stores and a fine hospital.

West Chester was settled in the early 18th century, principally by members of the Society of Friends. In the heart of town is its courthouse, a classical revival building designed in the 1840s by Thomas U. Walter, one of the architects for the Capitol in Washington, D.C.

West Chester today is part of the rapidly growing suburban complex surrounding Philadelphia and offers interesting opportunities for the study of local, county, and regional government in a period of change and growth.

Philadelphia is 25 miles to the east and Wilmington 17 miles to the south, putting the libraries, museums, and other cultural and historical resources of both cities in easy reach. Valley Forge, the Brandywine Battlefield, Longwood Gardens, and other historical attractions are near West Chester. New York and Washington are easily accessible by car or train.

How to Reach West Chester

The Borough of West Chester can be accessed from all directions both by car and public transportation. Route 3, the West Chester Pike, leads directly into town from center-city Philadelphia. From the Pennsylvania Turnpike, motorists traveling west should take Route 202 south from the Valley Forge Interchange while those traveling east can arrive via Route 100 south from the Downingtown Interchange. From the south, Route 202 from Wilmington and Routes 100 and 52 from U.S. Route 1 all lead to West Chester.

Public transportation is available from Philadelphia and other nearby communities.

Information on public transportation and carpooling is available in Sykes Student Union, 610-436-2984.

Campus and Facilities

Description of the Campus

West Chester University's campus is a unique mixture of 19th century collegiate Gothic and contemporary architectural styles. Seventy-seven buildings, comprising more than 2.6 million square feet, are specially landscaped within 403 acres of rolling countryside. The distinctive buildings and magnificent old trees make the campus one of the aesthetic treasures of Southeastern Pennsylvania.

Approaching West Chester Borough from the south, the University stretches westward from High Street and provides a gateway to the borough. The Academic Quadrangle serves as a landmark surrounded by the University's oldest buildings – Philips Memorial Building, Recitation Hall, Anderson Hall, Ruby Jones Hall, and the Old Library. Three of these buildings are constructed of the green-hued serpentine stone that has given West Chester a particular character for more than a century. Over the ensuing decades, the University expanded to the west and south to include residence halls, science and athletic facilities, a dining facility, and general academic buildings. The focal point of student leisure life outside the classroom is the Sykes Student Union, which includes an aerobics/fitness center, a movie theater, a food court, a computer center, meeting rooms, and lounges.

A dynamic, ongoing building program that began in the 1990s has resulted in upgrades and additions to the Schmucker Science Center, improved campus-wide computer technology, renovations and restorations to three historic quadrangle buildings, and the reopening of the Philips Memorial Building, Emilie K. Asplundh Concert Hall, and Philips Autograph Library. The acquisition and completion of the Graduate Business Center, which is located five miles from the main campus and houses the graduate School of Business and College of Education, brought closure to that decade.

The University's learning environment continued to keep pace with students' needs into the 21st century with the completion of the dramatic new Swope Music Building and the Performing Arts Center, which includes the Madeleine Wing Adler Theatre, and the renovation of the academic building at 25 University Avenue to house the departments of Mathematics and Computer Science, and the offices of the Bursar, Registrar, and Financial Aid. The auxiliary components of the student experience have also undergone significant transformations with the construction of an addition to the Lawrence Dining Center, offering both traditional and fast-food formats; the construction of three new suite-style residence high rises (University Hall, Allegheny Hall, and Brandywine Hall) on North Campus; the construction of The Village on South Campus, a 13-building, apartment-style residence complex; and the opening of two new parking structures. Designs are now underway for the next phase of the building program to include renovations of several academic buildings, as well as the construction of a student recreation center and an adjacent parking structure. A recently installed geothermal well field will

provide energy-efficient "green" heating and cooling to the new residence halls and several existing academic buildings, and is targeted for expansion over the next 10 years to incorporate the remaining buildings on campus.

Traveling south three-quarters of a mile from the original campus, the visitor will discover the South Campus area, located on a 300-acre expanse of gently rolling Chester County countryside, which includes apartment complexes housing more than 1,000 students and features the Sturzebecker Health Sciences Center, a nationally acclaimed teaching, performance, and research facility. Surrounding the center are tennis courts, a new multipurpose artificial turf field, and Farrell Stadium, which has the same artificial turf as used by professional football teams. Also at South Campus is the 67-acre Gordon Natural Area, which includes woodlands, fields, and a streamside habitat. This area has been conserved as a research and teaching resource for the natural sciences.

From the archway of learning at the Philips Memorial Building to the hiking trails of the Gordon Natural Area, the visitor will find a rich tradition of educational excellence and a diverse variety of facilities in which to learn, live, and recreate.

Information Services

Information Services provides computing resources for a wide variety of users, both academic and administrative. Many of the University's administrative functions, such as registration, grade reporting, and billing, depend heavily on the campus-wide transaction processing system that provides centralized access to University data from workstations located throughout the campus. MyWCU is the student's portal entry to course registration, grades, and many other academic activities. MyWCU can be found on the University Web site's home page at www.wcupa.edu. Computing is also a vital instructional and research tool. Information Services offers students and faculty a wide range of computing resources, from mainframe to microcomputers, printers, plotters, graphics workstations, digitizers, and optical scanners. Many of these facilities are available at various campus locations, but the Academic Computing Center in Anderson Hall serves as a focal point for instructional computing activity. A valid WCU Identification (ID) card is required to use the Academic Computing Center. For further information contact the Academic Computing Center at 610-436-3350.

Computing facilities throughout the campus are joined by the Information Services Network. This network offers electronic mail capabilities for all campus workstations, connection to the Internet, and access to the University's main library catalogs. All WCU undergraduate students are provided computer accounts. ResNet Central is a service that also provides network connectivity for students within residence halls and South Campus apartments. This connection provides direct, high-speed access to resources such as campus e-mail and the Internet; for further information contact ResNet Central at 610-436-2660.

The Information Services Network provides high-speed access to software applications (programming languages, spreadsheets, word processors, faculty developed programs, etc.) and electronic communication capabilities to workstations. Student laboratory facilities are available in the Academic Computing Center and in each of the nine residence halls, South Campus apartments, and in Sykes Student Union.

Major hardware facilities include an IBM mainframe, numerous NTAS file servers, PCs, Macintosh, SUN, and DEC workstations. Letter-quality laser printers also are available for student use.

Academic Computing Services is located in Anderson Hall, 610-436-3350. The West Chester University's Web site address is www.wcupa.edu.

Geology Museum

The West Chester University Geology Museum in Schmucker Science Center houses several collections of historic and scientific importance. Minerals from around the world, drawn from the collections of William Yocom and Ruth Bass, are on display. The collection of the late, well-known West Chester geologist Hugh McKinstry contains fine specimens found in Chester County, as well as specimens from notable localities world-wide and collections of other significant 19th century amateurs. A special cabinet with ultraviolet light houses selected specimens from the extensive collection of fluorescent minerals of John Stolar, Sr. Other exhibits include fossils, the geology of Chester County, and labels written by famous collectors and mineralogists. The museum is free and open to the public on weekdays. Please contact the Department of Geology and Astronomy at 610-436-2727 for more information or go to geology.wcupa.edu.

WCU Observatory

Note: The observatory is currently being renovated with new instruments and is closed.

WCU Planetarium

The Department of Geology and Astronomy operates the University Planetarium which houses a Spitz A-5 planetarium projector. The planetarium is used for astronomy class lectures and labs as well as for school and public programs and monthly public planetarium shows. Approximately 70 schools and other groups attend the free programs each year, and annual attendance approaches 5,000. The planetarium dome is 10 meters in diameter, and the projector was rebuilt and upgraded by Spitz Space Systems in 1993. Persons interested in arranging group visits should contact the planetarium director at 610-426-2788 for details or go to geology.wcupa.edu/planetarium_visits.

Darlington Herbarium

The Darlington Herbarium, housed in Schmucker Science Center, is one of the most highly regarded historical collections of dried plant specimens in the East. Among the 20,000 specimens are plants collected by such famous explorers and botanists as Captain John Fremont, Thomas Nuttall, Sir William Hooker, C.S. Rafinesque, and George Englemann. More than 200 collectors from America's formative years of 1820 to 1850 are represented. The herbarium was the work of Dr. William Darlington (1782-1863), a member of the West Chester Cabinet of Science. Dr. Darlington was eminent in West Chester as a physician, educator, banker, businessman, historian, and botanist. His plants, however, were his first love. A state park has been established in northern California to preserve a rare species of insectivorous plant named in his honor — *Darlingtonia*.

Robert B. Gordon Natural Area for Environmental Studies

The University has conserved 100 acres of natural woodland and field and streamside habitat located on South Campus and uses it for several kinds of outdoor studies in the natural sciences. Dedicated in 1973, the area was named for Robert B. Gordon, faculty member and chairperson of the University's Department of Science from 1938 to 1963.

Library Services

West Chester University has two libraries, the Francis Harvey Green Library on the

main campus quadrangle, and the Presser Music Library in the Swope Music Building and the Performing Arts Center. Both libraries offer excellent environments for study and research.

Library collections compare favorably with other major public and private libraries in the West Chester area. Library holdings encompass more than two million items, which include the following:

Print Materials

- More than 783,000 print volumes
- More than 2,300 subscriptions to print periodicals
- More than 3,500 maps

Audio-Visual Materials

- More than 9,600 films, videos, and DVDs
- More than 56,000 sound recordings

Microforms

- More than 900,000 microfilms, microfiche, and microcards of books, journals, newspapers, theses, and dissertations

Internet-Accessible Materials

- More than 562,000 electronic books
- More than 6,900 subscriptions to electronic journals
- More than 580,000 streaming audio files
- More than one million images of art works
- Full text of articles from more than 25,000 periodicals is available through databases licensed by the library.

The vast majority of materials available on the Web may be accessed off campus by entering the 14- or 16-digit number from a current WCU ID. The library Web site, http://www.wcupa.edu/library, provides continually updated access to a wide array of resources and services, including the library's catalog and all its electronic resources. Electronic materials licensed by the library are available to all students, faculty, and staff with a current WCU ID. Licensing restrictions often prevent the library from making them available to the public. PILOT, the library's Web-accessible catalog, is the gateway to the vast majority of library holdings, including print, electronic, audio-visual, and microform materials. To find out what the library owns, in print or in electronic form, go to PILOT.

Special holdings in the FHG Library include the Chester County Collection of Scientific and Historical Books, the Normal Collection (publications by faculty and alumni), and the Stanley Weintraub Center for the Study of Arts and Humanities. Important rare books include the seven-volume Biography of the Signers to the Declaration of Independence by John Sanderson and the first four folios (collected editions) of Shakespeare. Also worthy of note are the collections of children's literature, instructional media, and the Philips Autographed Library in Philips Memorial Building.

Library services include reference (in-person, telephone, and e-mail), electronic reserves, and access to coin-operated photocopiers and microform copiers. Students and faculty may borrow materials using both interlibrary loan and E-Z Borrow services. The Interlibrary Loan Department uses the ILLiad Interlibrary Loan system, which provides free access to books and copies of journal articles from more than 7,500 libraries world wide. Articles requested through the ILLiad Interlibrary Loan system are frequently available within 24 hours, and the library has enhanced the ILLiad system to provide Web access to articles requested. The E-Z Borrow system allows student and faculty to request books from more than 60 libraries in Pennsylvania and neighboring states. Both FHG and Presser Music libraries lend wireless laptops to students for use in the library.

Francis Harvey Green Library

The Green Library is a six-story facility housing the University's main library collections. It has seating for over 875 and houses a Starbucks, a popular reading collection, and the Elinor Z. Taylor Graduate Student Room. Most library collections and services are located in the Green Library, including Reference, Circulation and Reserves, Interlibrary Loan, Government Documents, the Instructional Materials Center, and Special Collections.

Presser Music Library

The Presser Music Library contains the University's collection of scores, sound recordings, music books, periodicals, and microforms. The music library offers many services including reference and reserves. This new facility also features the latest equipment for listening to sound recordings in analog and digital formats.

Historical Properties

The Chester County Cabinet of Natural Sciences (1826-1871) and the West Chester Academy (1811-1871) merged to form the West Chester Normal School, which evolved into West Chester University. Historical properties came to the Normal School from the Chester County Cabinet, including a grandfather's clock that belonged to Benjamin Franklin, a telescope owned by Revolutionary War General Anthony Wayne, the Darlington Herbarium, and various library and museum collections. Especially notable are the letters of Anthony Wayne, including letters to Wayne from George Washington, Benedict Arnold, and others. The Wayne telescope, letters, and library collections are housed in the Francis Harvey Green Library Special Collections.

Art Collections

The University's permanent art collection is made up primarily of gifts from interested art patrons, senior class purchases, and gifts from the alumni. The permanent art collections is on display in buildings throughout the campus. The collection consists of a number of important works, such as the watercolor, Andress Place, by Andrew Wyeth.

Speech and Hearing Clinic

The Speech and Hearing Clinic, located at 201 Carter Drive, Suite 400, is maintained by the Department of Communicative Disorders to train student clinicians under the supervision of licensed, certified faculty. The clinic provides evaluation, intervention, and consultation services to individuals with speech and language disorders, communication differences, and professional communication enhancement needs, as well as comparable services to those with various hearing disorders. The clinic also provides diverse community outreach and education opportunities for individuals and institutions. Clinic services offered are complimentary for students, faculty, and staff at West Chester University, as well as for students at Cheyney University. Those outside the University community may access clinical services in accordance with a modest fee schedule. Additional information or appointments can be made through the clinic office, 610-436-3402.

Admission to West Chester University

West Chester University welcomes applications from qualified residents of Pennsylvania, other U.S. states, and international students. The University evaluates its applicants on the basis of scholarship, character, and potential for achievement in the programs to which they apply. The University operates on a modified rolling admissions policy, whereby applicants with the strongest academic credentials are given priority processing and notified as quickly as possible of their status. Other applicants are evaluated as their files become complete and may have final decisions deferred until later in the processing cycle, depending upon their individual academic profile. All decisions are communicated to applicants in writing. Qualified students of any age from all racial, religious, ethnic, and socio-economic backgrounds are welcome at West Chester University. Studies may be pursued on a full- or part-time basis.

General Requirements for Admission of Freshmen

1. Graduation, with satisfactory scholarship, from an approved secondary school or approval by the Credentials Evaluation Division of the Pennsylvania Department of Education, or Pennsylvania Homeschoolers Accreditation Agency.
2. Either a satisfactory score on the SAT of the College Entrance Examination Board (CEEB) or satisfactory scores on the tests given in the American College Testing Program (ACT). Applicants who graduated from high school more than five years ago do not need to submit test scores.

How and When Freshmen Should Apply

Applicants are encouraged to apply electronically by accessing the University's Web site at www.wcupa.edu and clicking on **Prospective Students**. For printed application materials please call the Office of Admissions, West Chester University at 610-436-3411 (or toll-free at 877-315-2165), e-mail ugadmiss@ wcupa.edu, or visit the Undergraduate Admissions Web site.

Freshmen for the fall semester are urged to begin the application process early in their senior year of high school. Candidates will receive written notification from the director of admissions after decisions are reached.

Freshmen who are denied admission on the basis of academics will not be permitted to enroll as a nondegree student at the University but will be encouraged to consider a junior or community college as an alternative.

Policy on Early Admission

In exceptional circumstances, students with superior academic qualifications and unusually mature personal development are admitted as freshmen upon completing their junior year of secondary school. Students who, in the opinion of their guidance counselors or high school principal, warrant consideration for early admission may obtain more information from the Office of Admissions. Early admission applications should be submitted in accordance with deadlines recommended for freshmen.

Arranging for Tests

Information about the SAT and ACT may be obtained from high school guidance counselors. It is the student's responsibility to ensure that all required test scores are forwarded to the Office of Admissions.

The University awards credit for courses taken through the Advanced Placement Program offered by the College Entrance Examination Board. Test scores of three or better are required and credit may be applied toward advanced placement in the University and/or requirements for graduation. Students are encouraged to submit their scores to the Office of the Registrar as early as possible to be scheduled appropriately for their first semester.

Transfer Students

Individuals who have been enrolled in any postsecondary institution after graduation from high school and/or have attended West Chester University on a nondegree basis must apply as transfer students. Applicants whose secondary school credentials would not warrant admissions consideration as freshmen must complete the equivalent of one full academic year prior to attempting a transfer. A minimum cumulative grade point average (GPA) of 2.00 is required for transfer consideration. However, the University's modified rolling admissions policy gives priority to applicants with the strongest academic credentials. In addition, some academic departments have established prerequisite course work and specific grade point average requirements for admission. Special consideration is awarded to graduates of Pennsylvania community colleges and to students transferring from other universities in the Pennsylvania State System of Higher Education. Specific information may be obtained from the Office of Admissions.

How and When Transfers Should Apply

It is recommended that transfer applicants for the fall semester should complete the application process early in the preceding spring semester, preferably by June 1, and that spring semester applications should be completed by November 15. If enrollment limits are met before this time, admissions will be closed.

Students transferring should use the following application procedure:

1. File an application, available from the Office of Admissions or through the Web at www.wcupa.edu. Please follow all instructions and submit required materials.
2. See that the Office of Admissions receives an official transcript from all institutions attended. If preliminary transcripts are submitted, the student must see that final transcripts are filed at the end of the semester.
3. If a student has completed less than 30 semester hours of credit, he or she must supply SAT or ACT scores and an official high school transcript.

If a student is accepted, admission is contingent upon successful completion of current course work with at least a C average as documented by transcripts of all work attempted or completed.

Transfer students should read "Maintenance of Academic Standards" in the "Academic Policies and Procedures" section of this catalog.

Transcripts will be evaluated and course/credit equivalencies will be determined by the Office of the Registrar in accordance with the policies of the department to which the student seeks admission. After the student has been admitted, he or she should work out an acceptable program of study in close consultation with an adviser in the major department. If the student would like to appeal the transfer equiva-

lency determinations, the student should speak with his or her major adviser.

Transfer applicants who are denied admission on the basis of academics will not be permitted to enroll as a nondegree student without the approval of the Office of Admissions. Such approval may be rendered in the event of extenuating circumstances and only under certain agreed-upon conditions in accordance with University policy.

Academic Passport

The Board of Governors of the Pennsylvania State System of Higher Education (PASSHE) adopted an Academic Passport Policy effective January 1999. The goal of this policy is to facilitate transfer to PASSHE universities from Pennsylvania community colleges and other PASSHE universities.

Pennsylvania community college students who have earned the associate of arts degree (A.A.) or the associate of science (A.S.) degree in a transfer program containing a minimum of 30 credits of liberal arts courses for the A.S. and 45 credits of liberal arts courses for the A.A. degree with a 2.00 GPA or above are considered to have an Academic Passport. Students completing 12 credits or more from another PASSHE university with a minimum 2.00 GPA are said to have an Academic Passport as well. The transfer-credit provisions described in the Academic Passport are extended to community college students without an associate degree who transfer 12 or more credits to a PASSHE institution. In addition, West Chester University is extending the transfer-credit provisions to all transfer students from accredited institutions, effective January 1999.

The Academic Passport policy states

> *Up to a maximum of 45 general education credits and liberal arts course credits shall be used to meet lower-division university general education requirements, even if the receiving university does not offer the specific course being transferred or has not designated that course as general education. A course-by-course match shall not be required.*

Transfer credit not applied to general education will be applied to major requirements and other degree requirements.

Transfer Credit Appeals Process

All questions and appeals regarding the transfer of credits to West Chester University should be directed to the transfer credit area in the Office of the Registrar. All questions will be reviewed by the University's official credit evaluators and, if need be, will also be reviewed in consult with the chairperson of the appropriate department. If a course syllabus and/or description is needed to further investigate the student's appeal, it will be the student's responsibility to provide this information. The Office of the Registrar will strive to respond to the student with a final determination within a two-week (or less) period of time.

Please note: Students must meet the admissions standards for their selected program of study, and enrollment limitations may restrict the number of students who can be accommodated.

Specifics of this policy can be obtained from the Office of Admissions or the Office of the Registrar.

Students are urged to apply early and submit transcripts from transfer institutions as soon as possible so that students have maximum information on course equivalencies and which requirements have been met.

University Policies for Students Transferring from a Nonaccredited Institution

Applicants from collegiate institutions (including community colleges and junior colleges) that are not accredited by one of the six regional associations in the United States will be considered for admission if the applicant's cumulative index is 2.00 (C) or better. High school credentials may be requested.

The evaluation of courses listed on transcripts from an institution not accredited by one of the six regional associations will be made by the student's major department in consultation with the faculty dean and transfer credit analyst. All evaluations are subject to review by the provost and academic vice president.

International Students

Students from foreign countries may be considered for degree admission if, in addition to satisfying the general requirements, they also demonstrate proficiency in English. Standardized test scores from one of the following must be submitted with the application: Test of English as a Foreign Language (TOEFL), SAT, or American College Test (ACT). Nonnative English speakers are encouraged to submit the TOEFL; a minimum score of 550 is required for the written exam, 80 for the Internet-based score, and at least 213 for the computer-based test.

International students are admitted for both the fall and spring semesters. Applications for the fall must be submitted to the Office of Admissions by May 1, while applications for the spring semester should be submitted by August 1. All students are required to submit an application fee. Accepted students must be able to verify their ability to fully meet all educational and living expenses before any immigration documents can be issued. Because of the amount of time it takes for a student visa to be secured, international applicants are encouraged to complete the admissions process well in advance of the May 1 and August 1 deadlines.

Insurance Requirements for International Students

International students at West Chester University are required to carry adequate health and accident insurance. Insurance must be effective for all periods of time the student has been authorized to be in the United States by an immigration document issued by West Chester University.

Health and accident insurance policies must be purchased through a company that sells insurance in the United States. West Chester University has set minimum coverage standards which must be met by all insurance policies. Information about the minimum standards are available at the Center for International Programs, 610-436-3515.

To assure compliance with the insurance requirement, all international students must come to the Center for International Programs by September 1 of each academic year. There students may obtain information as to the amount of insurance required and the means of obtaining coverage to meet the insurance requirement.

Physical Examination Requirements

Applicants are not asked to submit a report of medical history until they have been accepted for admission and have committed to enroll. The form for the necessary health examination, which will be mailed to students, must be completed by a physician and returned to the University Health Center prior to the start of classes.

Students with Disabilities

West Chester University will make every effort to assure students with disabilities access to all classes required for their program of study and will endeavor to remove all obstacles to a fulfilling, comprehensive university experience.

Students should contact the Office of Services for Students with Disabilities in Room 223 Lawrence Center to arrange suitable accommodations. Additional

information can be obtained by calling 610-436-2564.

Second Baccalaureate Degree

An individual may pursue a second baccalaureate degree at West Chester University after earning the first baccalaureate degree either at West Chester University or another institution. Such an individual must apply for admission through the Office of Admissions as a transfer student.

Admission of College Graduates Seeking Certification

College graduates who wish to obtain teaching certification should consult with the Teacher Education Center, 610-436-3090.

Readmission of Former Students

Degree students who have withdrawn from, or who for other reasons have not enrolled at, West Chester for two or more consecutive semesters are classified as "inactive" and must request an application for readmission from the Office of Admissions. After an absence of only one semester, students wishing to return need to contact the Office of the Registrar and their department advisers. Students applying for readmission who have attended any institutions of higher learning since leaving West Chester must request those institutions to forward transcripts of their records to the Office of Admissions, West Chester University, West Chester, PA 19383.

Readmitted students who have a disability that they previously did not disclose but wish to do so should contact the Office of Services for Students with Disabilities (OSSD) at 610-436-2564. These students will be informed of the appropriate documentation to submit as well as the assistance and support services available to them. Students who believe that their disability had an effect on their previous course work at the University and wish to have this fact considered should include that information in their personal statement. They also may wish to seek the support of the OSSD in the readmission process.

Readmitted students are bound by the requirements in general education, major, minor, and cognate areas at the time of readmission, except where permission is granted by the respective department concerning departmental requirements.

Students intending to enroll in student teaching in the first semester of readmission must file an application for student teaching with the individual departments at least four months before their expected readmission. See also "Student Teaching" in the section entitled "Academic Affairs."

All readmission applications, including all supporting documents, should be filed by August 1 for the fall semester and December 1 for the spring semester.

Fees and Expenses

Special Note: The fees listed below reflect charges at press time. For up-to-date information on fees at any given time, contact the Office of the Bursar, 610-436-2552.

Fees and expenses are subject to change without notice. Fees shown here are in effect for the academic year 2009–2010 and apply to fall and spring semesters only. Changes for 2010-11 if approved, would occur after the printing of this catalog.

Tuition Rates

Tuition and fees can be paid by check, electronic check (e-check), money order, or cash. The University does not accept credit cards for tuition and fee payment, except through the Web-based **QuikPAY** system. If the student chooses to pay via credit card, **a fee will be assessed for this service**. Refer to the Office of the Bursar's Web page for payment instructions.

Undergraduate Tuition for Legal Residents of Pennsylvania

Full-time students (between 12-18 credits)
$2,777.00 per semester

Part-time students (11 credits or less), or per credit for each credit over 18
$231.00 per credit

See the Office of the Registrar for residency requirements.

Undergraduate Tuition for Out-of-State Students

Full-time students (between 12-18 credits)
$6,943.00 per semester

Part-time students (11 credits or less), or per credit for each credit over 18
$579.00 per credit

General Fee

The general fee, excluding the student recreation center fee, of $730.35 per full-time student (12 credits or more) or $60.82 per credit hour for the part-time student (11 credits or less) is a mandatory charge that covers the services indicated below.

- **Sykes Student Union Fee** ($65) Previously called the community center fee, this charge is for the operation and use of Sykes Student Union.
- **Health Center Fee** ($115) This charge is for the use of the University Health Center.
- **Student Services, Inc. (SSI) Fee** ($164.33) The SSI fee funds student activities, services, clubs, and sports.
- **Sykes Student Union Expansion Fee** ($60) This fee supports the recent renovation of Sykes Student Union.
- **Educational Services Fee** ($277.70) (10% of in-state undergraduate tuition or $277.70 using the 2009-10 tuition schedule) Students pay this fee in lieu of specific department charges.
- **Parking Improvement Fee** ($48.32) This fee is dedicated to improve the quality and availability of campus parking for students. The fee will provide for new student parking spaces, improved shuttle service, and safety improvements.

Student Recreation Center Fee

The student recreation center fee will support the construction and operation of a new facility being built on campus. Planned for opening in the fall 2012, the building will include a fitness center, track, gym, multiactivity courts, rock-climbing wall, and other amenities. This fee is being phased in by class year beginning with the fall 2010 semester for the students indicated below who will be using the facility. (Juniors and seniors are not subject to the fee during the construction period.)

Sophmores (up to and including 59.5 credits at billing time)

Full-time students	$59.00
Part-time students	$27.00

Freshmen (up to and including 29.5 credits at billing time)

Full-time students	$79.00
Part-time students	$36.00

When the student recreation center is opened, all full-time undergraduate and graduate students will be assessed the full $133 per semester fee. Part-time undergraduate and graduate students will be charged an amount proportionate to the number of credits taken.

Technology Tuition Fee

This mandatory instructional fee will be used to enhance classroom technology. All charges are per semester.

Legal residents of Pennsylvania:	
Full-time undergraduate	$103.00
Part-time undergraduate	$60.00
Out-of-state students:	
Full-time undergraduate	$155.00
Part-time undergraduate	$82.00

Summer will be considered as one semester. Students enrolled in multiple summer sessions will be charged no more than the equivalent of the full-time semester rate.

Housing Fee

North Campus Residence Halls – This fee entitles the student to occupancy of a standard double room in any **University-owned** residence hall with one roommate.

Per student $2,405.00 per semester

South Campus Apartment Complex – This fee entitles the student to occupancy of a four- or five-person apartment that is **University owned** with the following bedroom occupancy:

Single occupancy bedroom
(per student) $3,040.00 per semester

Double occupancy bedroom
(per student) $2,794.00 per semester

Students in the North Campus residence halls losing their roommates who do not have another roommate assigned to them will be assigned a roommate, be relocated, or charged a private room fee of $50 per week for every week that they occupy the room alone. These options are available on a limited basis; however, available spaces will be used if demand requires.

Students may also obtain affiliated housing through College Park Communities, which operates two housing complexes on campus. WCU hires, trains, and supervises the residence life staff for each location and handles all student issues.

Students may also obtain housing through University Student Housing, which operates four housing facilities on campus (Allegheny, Brandywine, and University halls, as well as the Village at WCU). WCU hires, trains, and supervises the residence life staff for each location and handles all student issues. University Student Housing is responsible for occupancy management (leases), as well as facility-related issues. Information about applying for these facilities is available by sending an e-mail to info@wcuhousing. com, logging on to www.wcuhousing.com, or calling 610-436-2368.

Meal Fee

All students residing in a North Campus residence hall (including affiliated housing) must be on the University meal plan as a condition of occupancy. Students with medical problems who cannot meet this requirement may request a meal waiver. Residents of the South Campus Apartment Complex and The Village at WCU, as well as off-campus and commuting students, may purchase any meal plan offered or obtain meals at the transient rate.

Meal plans consist of 26 meal zones per week: 19 traditional breakfast/brunch, lunch, and dinner zones, plus seven late-night zones. The following plans are available to resident students:

- Variable 10 meals per week, plus $150 flex: $1,088 per semester
- Variable 14 meals per week, plus $150 flex: $1,189 per semester
- Variable 19 meals per week, plus $150 flex: $1,281 per semester

For the above meal plans, the meal week runs from Saturday brunch through Friday late night. With these plans the diner can choose any combination of meals, but will forfeit any unused meals at the end of the meal week.

Additional meal plan options for resident students include:

- Block Plan of 175 meals per semester, plus $150 flex: $1,154 per semester
- Block Plan of 225 meals per semester, plus $150 flex: $1,260 per semester

Block plans run the entire semester, so the diner can use them in any number configuration throughout the semester, but must use them up by the end of the semester or forfeit the remaining meals.

South Campus residents (apartments and The Village), off-campus students, and commuters may select any of the above plans in addition to the following:

- Block Plan of 75 meals per semester plus $150 flex: $665 per semester
- Flex-only Plan (must begin with $150 minimum account and can add in $25 increments). Flex dollars not used by the end of the fall semester will be transferred to the spring semester. However, any unused flex dollars at the end of the spring semester will be forfeited. Students who leave the University at the end of fall semester will forfeit any remaining flex dollars.

All meal plans may be used in the following locations: Lawrence Dining Hall; the Diner; C-Stores/Grill operations; and the Ram's Head Food Court. National brands, such as Chick-fil-A, Subway, Einstein's Bagels, and Freshens will take cash and flex only. Students in North Campus residence halls will have their meal plan cost included in their University bill. Off-campus, commuter, and South Campus Apartment/Village students can sign up for a meal plan by applying at the Office of the Bursar in the E.O. Bull Center. Any meal plan changes must be submitted within the first two weeks in the beginning of each semester. After that deadline, the assistant vice president for student affairs must approve any change requests. The diner is permitted to use four meals in one day and may combine up to two meals per meal zone to convert to the meal/cash allowance. Diners may use five of their meals per semester for a guest.

Identification Card Fees (RAM*e*CARD). The ramecard will serve as a ticket to the offerings at Lawrence Food Court, Campus Corner, Convenience Stores, and Sykes Ram's Head Food Court. The University charges a $12 fee to issue an identification card to each full- or part-time student. If this card is lost or stolen, or damaged, the student will be charged $15 for a replacement card. Damaged ID cards can be exchanged for a $10 fee.This fee is payable at the Student Services, Inc. (SSI) service center located on the ground level of Sykes Student Union.

Payment of Fees

Students should receive fall semester bills by mid to late July and spring semester bills by the first week of December. All initial semester bills will be mailed to the student's home address and sent electronically to the student's official WCU e-mail address.

Mid-semester statements, including those for the Partial Payment Plan, will only be sent electronically to the student's WCU e-mail address. Students will be required to check their WCU e-mail often for important dates and deadlines. **For students who rely on parents/ guardians to pay their bills, it is highly recommended that students select parents/guardians as authorized users through theWeb-based QuikPAY system. Doing so will assure**

that both students and parents/guardians will receive notification e-mails when new bills/statements are available.

It is the responsibility of each student to pay/submit the semester bill by the due date. Students who fail to pay or submit their bill by the due date will be assessed a $50 late payment fee. **Nonreceipt of a semester bill does not relieve the student of the responsibility of paying/ submitting the bill by the due date.** Address changes should be made through the Office of the Registrar to allow for sufficient time to reflect an accurate billing address.

Students who are receiving approved financial aid awards that fully cover or exceed the amount of their bills do not have to pay, but they must submit to the Office of the Bursar the appropriate portion of their semester bill to complete registration. Fully covered financial aid students also have the option of activating their account online via myWCU. **Failure to return the bill or activate an account online, even if no payment is due, may result in the cancellation of registration/schedule and the assessment of late penalties.** Students who cannot pay their bills in full by the due date may apply for partial payment (see "Partial Payment Policy" below).

Failure to meet the payment deadline could result in cancellation of the student's schedule. In order to have another schedule reinstated, the student would have to pay his or her bill in full as well as a $35 late registration fee.

Students who owe money to the University will have a **hold** placed on their accounts. If students do not clear the hold by paying the amount owed, it will cancel registration/scheduling for future semesters, prevent the release of transcripts, and prohibit graduation clearance. The University also may, at its discretion, invoke any other penalty appropriate for a particular case in which money is owed to the University.

Partial Payment Policy

The University extends partial payment privileges to all students who are in good financial standing and have not defaulted on a previous payment plan. The nonrefundable fee charged for this service is $35 per semester. There is no payment plan for summer terms. Installment payments received late are subject to a $25 late payment fee. Partial payment statements will only be sent electronically to the student's WCU e-mail address and authorized user's e-mail address. For more information about the plan offered, contact the Office of the Bursar at 610-436-2552.

Uncollectible Check Policy

A fee of $25 is charged for any paper check or e-check returned to the University for insufficient funds, stopped payment, or closed account. The University may, at its discretion, charge this fee for any check returned to it for any other reason.

The check will be returned to the student upon its replacement. Students who have two or more checks returned against their accounts will no longer be able to make payment by personal check; all future payments must be made by cash or certified check.

Refund Policy

All requests for refunds for dropped or canceled courses, or for withdrawals, must be made in writing or in person to the **Office of the Registrar.** Refunds are not automatic; it is the student's responsibility to initiate a refund request. Appeals concerning the refund policy for tuition and the general fee are made to the Office of the Registrar. Appeals concerning the Housing or Meal Fee are made to the Office of Residence Life. Further appeals, if necessary, may be made to the Appeals Committee.

The refund policy does not affect the time line for W grades as described under "Withdrawing from a Course" (see page 46-47).

Individual fees will be refunded according to the policies described below.

Tuition and General Fee Refunds - Full refunds for tuition and the general fee are available only through the sixth calendar day that the University is in session. After that, tuition and the general fee are refunded according to the schedule below. These percentages apply to the total tuition bill, not to partial tuition payments. Questions about this, as well as when students will receive their refund, should be directed to the Office of the Bursar.

Withdraw during	Receive tuition and general fee refund
Through 6th calendar day of semester	100%
2nd week of semester	80%
3rd week of semester	60%
4th week of semester	50%
5th week of semester	40%
6th week of semester and after	No refund

No refund will be given if the student: 1) drops a course but retains full-time status, 2) reduces his/her credit load after the end of the drop period but retains part-time status, or 3) owes the University money.

Technology Tuition Fee – only refundable in full if the student drops all courses by the end of the drop period, which is through the sixth calendar day of the semester. This fee will not be refunded partially or in full for any courses dropped after the sixth calendar day.

Housing Fee (University-owned housing) - in full prior to the first day of the semester; after the first day of the semester, prorated refunds are made on an individual basis through the Office of Residence Life and Housing Services. **For affiliated student housing, please contact the private management company (University Student Housing) operating the property.**

Meal Fee - in full prior to the first day of the semester; after the first day of the semester, prorated refunds are made on an individual basis through the Office of Residence Life for resident students, and through the Office of the Bursar for commuter students.

Other Fees

Application Fee. $35 is charged to all prospective students for the processing of their applications to the University. The fee is nonrefundable and is not credited to the student's account.

Nondegree Student Application Fee. Nondegree students are charged a one-time $15 initial processing fee.

Acceptance Fee. All newly accepted and readmitted students pay $200 as proof of intention to enroll at the University. This is a nonrefundable fee, which will be credited to the student's account upon enrollment.

Housing Deposit. All new and returning students who wish to live in **University-owned housing (residence halls and the South Campus Apartment Complex)** are charged $200. It is credited against the student's housing fee and is nonrefundable if the student **is approved to live in campus housing.**

Late Payment Fee. Students who fail to pay or submit their semester bills by their due date will be assessed a $50 late payment fee. Nonreceipt of a bill does not relieve students of the responsibility of paying or submitting their bill by the due date. For those paying by mail, please allow sufficient time for payment to reach the University by the due date. Financial aid students who fail to confirm their attendance by the due date, even if no payment is due, will also be liable for this fee.

Late Registration Fee. All students who schedule during the late registration period are charged a $35 nonrefundable late registration fee.

Credit by Examination Fee. A charge is made to all students who register for a Credit by Examination through the Office of the Registrar. Each Credit by Examination course costs $89 or equivalent cost of the College Level Examination Program (CLEP).

Portfolio Assessment Fee. Equal to 50 percent of the per credit hour rate, this fee is charged to have a faculty member assess a student's prior knowledge in a particular course.

Course Audit Fee. Students who audit courses pay the same fees as students taking the courses for a letter grade.

Damage Fee. Students are charged for damage or loss of University property. This fee varies, depending on the extent of the damage.

Identification Card Fees (RAM*e*CARD). The University charges a $12 fee to issue an identification card to each full- or part-time student. If this card is lost or stolen, the student will be charged $15 for a replacement card. Damaged ID cards can be exchanged for a $10 fee. This fee is payable at the Student Services (SSI) service center office, located on the ground floor of Sykes Union.

Parking Fees. The University charges a nonrefundable parking fee to students who are eligible to purchase a permit to use University parking lots. The current parking fee is $30 per year. Parking permits are available at the Department of Public Safety or on the Web at www.wcupa.edu/dps/ParkingServices.asp. Parking fines are assessed at $20 up to $40 depending on the violation.

Music Instrument Rental Fees. Each student renting a musical instrument for a semester is charged $20 per instrument. Each student using a pipe organ for practice for one period each weekday is charged $36 per semester.

Recording Fee. A $75 per hour recording fee will be charged for noninstructional recording, mixing, and editing services provided by the College of Visual and Performing Arts, such as promotional CDs, fund-raising projects, or recordings by nonacademic groups, e.g., barbershop quartets. No charge will be made for faculty/student recitals, ensemble performances, final theory/composition projects, or demonstration tapes for graduate school applications.

Lost Key Replacement. Students who lose the key to their **University-owned** residence hall room or **South Campus Apartment bedroom** are charged a nonrefundable fee of $30 to replace the lock.

Transcript Fee. The fee for transcripts is $3 per copy. Transcript request forms are available in the Office of the Registrar. Immediate transcripts are $5 per request.

Commencement Fee. The University charges $82 to all students enrolled in a degree program who will have fulfilled their degree requirements by the end of the semester. This fee is paid after the student completes a Graduation Application Form in the Office of the Registrar and is approved for graduation.

Fees for Health and Physical Education Majors. Students in the B.S. degree programs in health and physical education must purchase uniforms at the University Bookstore. All students must be in proper uniform for activity classes.

Financial Aid

The financial aid program at West Chester University provides financial assistance and counseling to students who can benefit from further education, but who cannot obtain it without such assistance. Financial aid consists of gift aid in the form of scholarships or grants, and self-help aid in the form of employment or loans. The main responsibility for meeting educational expenses rests with students and their families. Financial aid is a supplement to family contribution and is to be used for educational expenses.

Eligibility for financial aid, with the exception of some private scholarships and the Parent Loan Program, is based on demonstrated financial need. Family income, assets, and family size influence a student's demonstrated financial need.

All documents, correspondence, and conversations among the applicants, their families, and the Office of Financial Aid are confidential and entitled to the protection ordinarily arising from a counseling relationship.

In order to receive financial aid, the student must

1. Be accepted for admission as a degree student enrolling at West Chester University, or, in the case of a student already attending the University, be enrolled and making satisfactory academic progress as a degree student. See the Office of Financial Aid for a more detailed explanation of this requirement.
2. Submit a Free Application for Federal Student Aid before March 1 for priority consideration. This application will be used to determine demonstrated financial need for the student. All students are encouraged to complete this application.
3. Apply for the state grant program in his or her state of legal residence.
4. Submit any other requested documentation concerning financial and family circumstances that may be requested by the Office of Financial Aid, or any agency that administers financial assistance programs. Financial aid applicants may be required to submit copies of their IRS forms, and/or their parents' forms, or various other income-related documents.

Submission of the above does not automatically entitle a student to receive financial aid. The Office of Financial Aid follows the regulations established by the federal government in awarding aid. Aid applicants are ranked according to unmet need (based on budget, federal and state grants, and expected family contribution), and available funds are offered to the neediest students first. Students must apply for financial aid each academic year.

Unless otherwise specified, requests for scholarships, grants, loans, and employment opportunities described in this catalog should be made to the Office of Financial Aid. Application forms for state and federal grants may be obtained from the Office of Financial Aid at West Chester University and from the offices of most high school guidance counselors. Questions concerning financial aid may be directed to the Office of Financial Aid, Kershner Student Service Center, 25 University Avenue, West Chester University, West Chester, PA 19383, 610-436-2627. Office hours are from 8 a.m. to 4:30 p.m., Monday through Friday.

Withdrawal/Enrollment Change and Aid

Students who officially withdraw or change their enrollment status may be entitled to a refund of certain fees, according to West Chester University's policy. (See section entitled "Fees and Expenses.") If that

student has been awarded financial aid for the semester in which the withdrawal or enrollment change occurs, a portion of the refund will be *returned to financial aid program funds.*

Financial aid refunds due to withdrawals or enrollment changes are processed in accordance with federal, state, and awarding agency guidelines and regulations. The Office of Financial Aid recalculates federal† financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60 percent of a semester.

Recalculation is based on the percent of earned aid using the following formula:

Percent earned =
Number of days completed up to withdrawal date‡/total days in semester

Federal financial aid is returned to the federal government based on the percent of unearned aid using the following formula:

Aid to be returned =
(100% - percent earned) x amount of aid disbursed toward institutional changes

When aid is returned, the student may owe a debit balance to the University. The student should contact the Office of the Bursar to make arrangements to pay the balance.

Student Consumer Rights and Responsibilities

You have the right to ask a school:

1. The names of its accrediting organizations.
2. About its programs; its instructional, laboratory, and other physical facilities; and its faculty.
3. What the cost of attending is and what its policies are on refunds to students who drop out.
4. What financial assistance is available, including information on all federal, state, local, private, and institutional financial aid programs.
5. What the procedures and deadlines are for submitting applications for each available financial aid program.
6. What criteria it uses to select financial aid recipients.
7. How it determines your financial need. This process includes how costs for tuition and fees, room and board, travel, books and supplies, personal and miscellaneous expenses, etc. are considered in your budget. It also includes what resources (such as parental contribution, other financial aid, your assets, etc.) are considered in the calculation of your need.
8. If you have a loan, what the interest rate is, the total amount that must be repaid, the length of time you have to repay the loan, when payments are to begin, and any cancellation and deferment provisions that apply.
9. If you are offered a work study job, what kind of job it is, what hours you must work, what your duties will be, what the rate of pay will be, and how and when you will be paid.
10. To reconsider your aid package, if you believe a mistake has been made.
11. How the school determines whether you are making satisfactory academic progress, and what happens if you are not.
12. What special facilities and services are available to the disabled.

You have the responsibility to

1. Review and consider all information about a school's program before you enroll.
2. Pay special attention to your application for student financial aid, complete it accurately, and submit it on time to the right place. Errors can delay your receipt of financial aid.
3. Provide all additional documentation, verification, corrections, and/or new information requested by either the Office of Financial Aid or the agency to which you submitted your application.
4. Read and understand all forms that you are asked to sign and keep copies of them.
5. Accept responsibility for the promissory note and all other agreements that you sign.
6. If you have a loan, notify the lender of changes in your name, address, or enrollment status.
7. Perform in a satisfactory manner the work that is agreed upon in accepting a college work study job.
8. Know and comply with the deadlines for application for aid.
9. Know and comply with your school's refund procedures.

THE FOLLOWING IS A BRIEF DESCRIPTION OF THE FINANCIAL AID PROGRAMS AVAILABLE AT WEST CHESTER UNIVERSITY.

Federal Work Study Program

Federal work study is an employment program that allows students to work part time on campus. Application is made through the Free Application for Federal Student Aid and the WCU Student Employment Application. The priority deadline is March 1.

Federal Perkins Loan Program

The Office of Financial Aid administers the Federal Perkins Loan Program for students who demonstrate financial need. The annual loan limit is $5,500, with aggregate limits of $27,500 for students who have successfully completed two years of an undergraduate program leading to a bachelor's degree (but have not completed that degree) and $8,000 for all other students. The interest rate is 5 percent and begins to accrue when repayment commences – nine months after the student leaves school or drops below half-time status. There are deferment and cancellation privileges for students meeting specific criteria. Application is made through the Free Application for Federal Student Aid. The priority deadline is March 1.

Direct Loan Program

Loans for students who demonstrate need are subsidized (no in-school interest payments); loans for students who do not demonstrate need are unsubsidized (in-school interest payments required). Annual loan limits are $5,500 for first-year students, $6,500 for second-year students, and $7,500 for undergraduate students who have completed two years. Independent students may borrow additional unsubsidized funds: up to $4,000 per year for their first two years, and up to $5,000 per year after they have completed two years. The academic level maximum amounts are *not guaranteed.* The loan amount is influenced by the receipt of other aid. The interest rate for first-time borrowers is fixed. For subsidized loans, it begins to accrue when repayment commences – six months after the student terminates his or her education or drops below half-time status. The Master Promissory Note and the Free Application for Federal Student Aid must be filed.

Direct Parent Loan for Undergraduate Students (PLUS)

Through the Direct PLUS program, parents may borrow up to the cost of education minus other aid for each dependent

† Federal financial aid includes the Federal Pell Grant, FSEOG Grant, Federal Perkins Loan, Direct Loan, and Direct PLUS.

‡ Withdrawal date is defined as the actual date the student began the institution's withdrawal process, the student's last date of recorded attendance, or the midpoint of the semester for a student who leaves without notifying the institution.

student attending a postsecondary education institution for each academic level. The interest rate is fixed at 7.9%, and borrowers may defer payments while the student is enrolled at least half time. Application is made online at www.studentloans.gov.

Federal Pell Grant

This is the federal grant program. All students are encouraged to apply for a Federal Pell Grant. Students receive notification of eligibility in the form of a Student Aid Report. Interested students must file the Free Application for Federal Student Aid. Deadline is May 1 of the current academic year.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG program is federally funded and administered by the Office of Financial Aid. A student must demonstrate financial need and be an undergraduate. Students must file the Free Application for Federal Student Aid. The priority deadline is March 1.

State Grants

PENNSYLVANIA HIGHER EDUCATION ASSISTANCE AGENCY (PHEAA) GRANT. The Commonwealth of Pennsylvania, through PHEAA, makes state grants available to students who demonstrate financial need and are Pennsylvania residents. PHEAA requires that students successfully complete at least 24 credits for each full-year grant awarded. Students must file the Free Application for Federal Student Aid. Deadline is May 1.

The Commonwealth of Pennsylvania has entered into reciprocal agreements with the following adjacent states: Delaware, West Virginia, and Ohio. Residents of these states who wish to attend West Chester University are permitted to use state grants from their home states for educational expenses at West Chester. Some other states not adjacent to Pennsylvania may permit their residents to use state grants for attendance at West Chester University. Students should contact the agency for higher education in their states for more information.

Scholarships and Awards

THE J.PETER ADLER PRIZE FOR EXCELLENCE IN THEATRE. The J.Peter Adler Prize for Excellence in Theatre has been funded through individual, family, and group gifts to honor the memory of J.Peter Adler, son of WCU President Madeleine Wing Adler. The prize is awarded annually to West Chester University seniors who have exhibited strong talent in theatre, and who will be continuing their education in a graduate degree program.

LENORE ALT EXCELLENCE IN LEADERSHIP AWARD. This $500 award, which was established by Lois Alt, associate professor of vocal and choral music, in memory of her mother, will be presented to a junior woman music major with a 3.25 GPA, who has completed all theory and history of music 200-level courses.

WEST CHESTER UNIVERSITY ALUMNI ASSOCIATION SCHOLARSHIP FUND. A scholarship fund was established by the Alumni Association of West Chester University in 1974 to benefit the students of West Chester University. The criteria for selection are scholarship, leadership, character, and need. Scholarships may be awarded to sophomores, juniors, and seniors. Applications are available from the Office of Financial Aid or the Office of Alumni Relations. The awards are generally made on Alumni Day each year and are applied to the students' course fees for the next academic year. Scholarship amounts vary.

GERALDINE RUTH DALEY ANDERSON SCHOLARSHIP. This fund was established to honor Mrs. Geraldine Daley Anderson '34 by a gift from her husband, Robert S. Anderson, M.D. The awards from the fund are restricted to kinesiology majors who are graduates of high schools in Lackawanna, Luzerne, and Wyoming counties in Pennsylvania. Students also must have financial need and demonstrate academic achievement. Preference will be given to women students. The value of the award is estimated at $1,000. Applications may be obtained from the Office of Financial Aid.

ROBERT S. ANDERSON '23 SCHOLARSHIP. Robert S. Anderson '23 created this endowed scholarship in his will to benefit West Chester University students with financial need. Renewable scholarships will be awarded to incoming students with satisfactory academic standards and financial need.

SANDRA ALESIA ATKINS MEMORIAL SCHOLARSHIP. This scholarship is awarded annually as a memorial to Sandra Alesia Atkins, a member of the class of 1981, to an outstanding music student from Overbrook High School in Philadelphia who enrolls at West Chester University as a candidate for the B.M. degree in music education. The recipient will be selected by the School of Music upon recommendation of the Overbrook High School Music Department.

JOAN M. AUTEN '57 MEMORIAL KINESIOLOGY SCHOLARSHIP AND THE JOAN M. AUTEN '57 Women's Intramural Sports Scholarship. Joan Auten had a life-long interest and commitment to physical education and recreation with emphasis on participation. These scholarships, started by John M. Auten, Jr. and Joanne McComb, honor that commitment. The kinesiology scholarship will be given to a third or fourth year student who wants to teach health and physical education. The intramural sports scholarship will be given to a female student who demonstrates enthusiasm and sportsmanship in an intramural sports program.

HERBERT BELLER SCHOLARSHIP IN GEOLOGY. Established by Mr. and Mrs. Herbert Beller, this scholarship is awarded annually (renewable) to an outstanding junior or senior geology major who needs assistance to pay tuition. The Department of Geology chair will select the recipient; the dean of the College of Arts and Sciences also must approve the selection.

BENZING FAMILY SCHOLARSHIP. Cynthia Benzing, professor of economics and finance at West Chester University, and her spouse, William Benzing, instructor of history at Delaware County Community College and a tax consultant, have established this fund. The scholarship is awarded through the Department of Economics and Finance to an outstanding senior in the department.

*BOARD OF GOVERNORS SCHOLARSHIPS. Merit-based renewable scholarships available to incoming freshmen who are residents of Pennsylvania. Awards are based on the successful completion of an academic high school program, satisfactory SAT/ACT scores, high school rank, and academic record. The Free Application for Federal Student Aid also must be completed.

ELIZABETH O'BYRNE BORZ '41 SCHOLARSHIP. This scholarship provides $500 annually to an entering freshman majoring in elementary education with a B average and is renewable providing a 3.0 GPA is maintained as an undergraduate at the University.

GEORGE AND SUSAN BOYER ORGAN SCHOLARSHIP. This scholarship was created by alumni George Boyer '69 and Susan Boyer '79 to assist a talented incoming student whose main area of

performance is the organ. In the even that there is no incoming student eligible for the scholarship, it may then be awarded to a current organ major who meets the criteria of excellence.

CAROL BRANCA SCHOLARSHIP. This scholarship, established by the Branca family in honor of Carol Branca, is awarded to a B.A. communications studies major who has an overall GPA of 3.5 or better at the end of the first semester of the sophomore year. To qualify, students must have completed three semesters at the University, and a minimum of 15 credits per semester. The scholarship is renewable provided the recipient continues as a communications studies major and maintains a GPA of 3.5 or better. Transfer students with more than six credits are not eligible for the scholarship. The minimum award is currently $500.

JUSTO B. BRAVO SCHOLARSHIP IN CHEMISTRY. This award is available to a full-time student majoring in chemistry. Applications are made to the Department of Chemistry.

LAURY SAMUEL BROKENSHIRE SCHOLARSHIP. This scholarship is presented annually as a memorial to Laury Brokenshire '59 by his parents, Mr. and Mrs. James R. Brokenshire of Reading. It is awarded to an outstanding junior class music student selected by the School of Music faculty.

*BARBARA JO HECK BROWN '49 SCHOLARSHIP FOR ELEMENTARY EDUCATION. The scholarship will support an incoming freshman majoring in elementary education. The recipient should have maintained a high academic standard with a minimum 3.0 GPA and participated in school, church, and/or community activities.

ROBERT M. BROWN ENDOWED SCHOLARSHIP FOR PHYSICS. This scholarship was established by Robert M. Brown '38 for a worthy full-time sophomore, junior, or senior undergraduate physics major. The scholarship is renewable if the recipient maintains the required 3.0 GPA.

*BONNIE CLAIRE BRUNO ENDOWED SCHOLARSHIP. One $500 award is made to an outstanding full-time student in the College of Arts and Sciences who is a Pennsylvania resident, demonstrates financial need, and has a cumulative GPA of at least 3.00.

DIANE AND ROGER CASAGRANDE SCHOLARSHIP. Established by Drs. Diane and Roger Casagrande, this scholarship is awarded to a full-time communication studies or pre-engineering declared major with a cumulative GPA of 2.5 or higher and a consistent record of considerable campus and community service. The scholarship is renewable but not automatically so. The selection committee will consist of the chairs from the departments of Physics and Communication Studies, as well as a graduating senior for either department as invited by the chairs.

CAVALCADE OF BANDS SCHOLARSHIP. This award is sponsored jointly by the Cavalcade of Bands Association and the School of Music. The recipient(s) must be admitted in good standing to the music program at West Chester University and selected by the director of the winning band(s) in each category of the American and Yankee Conferences. The awards are determined annually. Normally, one student from each of the four winning bands will be selected to receive a $1,000 tuitional scholarship.

ROBERT L. CARL MEMORIAL KEYBOARD SCHOLARSHIP. Two scholarships are awarded to freshman keyboard majors, in honor of the late Robert L. Carl, former chairperson of the Department of Keyboard Music, who taught piano at the University from 1946 until 1971. Applications are made to the dean of the College of Visual and Performing Arts.

PAUL E. CARSON BAND SCHOLARSHIP. This award has been made possible by the generosity of Paul E. Carson, former chair of the Instrumental Department and a member of the University faculty for 28 years. Scholarships are awarded to freshmen majoring in band instruments.

VINCENT D. CELENTANO MEMORIAL SCHOLARSHIP. This scholarship is awarded as a memorial to Dr. Vincent D. Celentano, musician, scientist, and Explorer Committee member. Eligible freshmen in the School of Music must be affiliated with Exploring or the Senior Branch of Scouting.

ELVA L. BOYER CHAMBERLIN '31 SCHOLARSHIP. This scholarship is awarded to an academically qualified student who demonstrates financial need, with preference given to a student studying in the field of education. Application is made through, and awards are determined by, the College of Education.

FRANK T. CHEESMAN MEMORIAL VOCAL/CHORAL SCHOLARSHIP. Established in memory of Frank T. Cheesman, a former distinguished member of the WCU Vocal/Choral Department, this scholarship will be awarded to vocal/choral music students who exemplify the standards of teaching excellence.

CHESTER COUNTY ALUMNI CHAPTER SCHOLARSHIP. The West Chester University Chester County Alumni Chapter sponsors a scholarship for a Chester County high school graduate and freshman. The $500 award is funded through contributions from chapter members. Applications may be obtained through the Office of Financial Aid and the Office of Alumni Relations.

CLASS OF 1920 SCHOLARSHIP. This fund was established by the Class of 1920 through a gift on the occasion of the class's 65th reunion. The award is made to a student who has completed one year of study at the University or to an outstanding freshman. Documented financial need and demonstrated leadership qualities are essential. The amount will be no less than $500. Application forms are available through the Office of Financial Aid.

CLASS OF 1937 SCHOLARSHIP. This scholarship fund was established by the Class of 1937 as a golden anniversary gift to West Chester University on the 50th reunion of the class. The scholarships are awarded to entering freshmen based on scholarship, leadership, character, and financial need. The awards are generally made on Alumni Day each year and are applied to tuition fees for the academic year. Applications are available from the Office of Development and Alumni Relations or the Office of Financial Aid. Selection of recipients will be made by the Scholarship Committee of the Alumni Board of Directors.

CLASS OF 1938 SCHOLARSHIP. This fund was established by the Class of 1938 as a Golden Anniversary Gift to the University at the 50th reunion of the class. The award is to be made to a student who has successfully completed one academic year at West Chester and is based on leadership, scholarship, character, and financial need. Application forms are available through the Office of Financial Aid.

CLASS OF 1942 SCHOLARSHIP. Established by the Class of 1942, this scholarship is awarded to a student enrolled in the College of Education with a record of high academic achievement, demonstrated financial need, and evidence of contributions to the campus community through volunteer activities.

CLASS OF 1943 MATH SCHOLARSHIP. This scholarship was initiated by two Class of 1943 members to improve

the teaching of math on the middle school and secondary levels. It is awarded annually to an undergraduate who intends to teach mathematics, exhibits excellence in that discipline, and will help foster the job of problem solving in others. Applications are made through the Department of Mathematics.

*CLASS OF 1943 TEACHER EDUCATION SCHOLARSHIP. The Class of 1943 of West Chester State Teachers College established this scholarship on the occasion of its 60th reunion held May 3, 2003. The scholarship is awarded annually to an incoming student in the field of education who demonstrates both financial need and high academic standards. Recipients are chosen by the Office of Financial Aid.

CLASS OF 1945 MUSIC EDUCATION SCHOLARSHIP. This scholarship is designated for an upper-class, music education student who has proven teaching skills in either instrument or voice. The recipient will be chosen by the music education faculty.

CLASS OF 1948 SCHOLARSHIP. The Class of 1948 initiated this scholarship as a gift in celebration of its 50th reunion. Recipients must be a junior, have a minimum GPA of 3.0, major in an area of teacher education, and be active in at least one school-sponsored extracurricular activity. The scholarship is renewable provided the minimum 3.0 GPA is maintained. The minimum award is currently $750.

CLASS OF 1951 SCHOLARSHIP. The Class of '51 established this scholarship as a gift in celebration of its 50th reunion in May 2001. The award is made to an incoming freshman who plans to major in education, has a cumulative high school grade average of "B" or better, participated in extracurricular or community activities, and demonstrates financial need. The scholarship is renewable provided the recipient maintains an overall 3.0 average at West Chester University.

CLASS OF 1957 SCHOLARSHIP. This fund was established by the Class of 1957 to assist entering freshmen with demonstrated exemplary achievement in mathematics or science and English. Application forms are available through the Office of Financial Aid.

CLASS OF 1963 SCHOLARSHIP. To honor this class, a scholarship will be awarded to an incoming freshman who demonstrates financial need and has a minimum 3.0 GPA (high school).

*CLASS OF 1967 SCHOLARSHIP. Established by the Class of 1967, this scholarship is awarded to a deserving incoming freshman.

CLASS OF 1970 SCHOLARSHIP. This fund was made available through the Class of 1970 on its 15th reunion in 1985. The award is to be made to a student who has demonstrated academic achievement and good University citizenship. The amount is no less than $100. Application forms are available through the Office of Financial Aid.

JOHN T. COATES HORN SCHOLARSHIP. This scholarship was established in 1987 as a memorial to John T. Coates by his wife and daughters. It is awarded to a talented incoming freshman whose major performing area is the French horn.

COLLEGE OF EDUCATION ENDOWMENT. The College of Education Endowment was created by John F. Kenny '32 in memory of his wife, Vera A. Kenny, and in recognition of Clarence L. McKelvie '24, professor of education. Awards or loans will be made to academically deserving students under the guidance of the dean of the College of Education.

COLONIAL SCHOLARSHIP FOR BUSINESS STUDY. This scholarship is awarded to incoming freshmen with demonstrated financial need from Plymouth Whitemarsh High School enrolled in the College of Business and Public Affairs.

*CONNELLY FOUNDATION SCHOLARSHIP. The Connelly Foundation, established in 1955 by Mr. and Mrs. John F. Connelly (deceased), provided the funds for this endowed scholarship. Awards will be made to deserving graduates of Catholic high schools in the five-county Philadelphia area including Chester, Delaware, Montgomery, Bucks, and Philadelphia counties. Applicants must have a GPA of at least 3.50 and outstanding SAT/ACT scores.

ALICE CONWAY MEMORIAL SCHOLARSHIP. This scholarship memorializes beloved WCU staff member Alice Conway by supporting a nontraditional student with dependents under the age of 18.

SAMUEL RUSSELL COSBY, JR. '44 ENDOWED SCHOLARSHIP IN MUSIC. This scholarship provides financial support to an undergraduate student who has performed as a member of the Philadelphia School District All City Jazz Ensemble and would otherwise be unable to meet the cost of education in the WCU College of Visual and Performing Arts. This award may be renewed in subsequent years if the recipient maintains an acceptable academic standing and continues to have financial need as defined by the University's Office of Financial Aid. The scholarship was created to honor Samuel R. Cosby, Jr., by his nephew Bill Cosby.

PAT CROCE SPORTS MEDICINE ENDOWED SCHOLARSHIP. The scholarship was established through a personal gift from Pat Croce to recognize and reward outstanding students in the sports medicine program.

JEANNE CROSS '49 KINESIOLOGY SCHOLARSHIP. This scholarship is to be awarded to an incoming freshman who intends to major in kinesiology.

*KENDALL PARIS DAVIS SCHOLARSHIP. This scholarship is awarded to an incoming, full-time, female student from Delaware with demonstrated financial need and deep academic desire. This award is renewable for up to four years.

CLIFFORD DeBAPTISTE SCHOLARSHIP. Named in honor of Clifford DeBaptiste, former mayor of the Borough of West Chester, community leader, and local businessman, this scholarship will assist qualified traditional and nontraditional social work students from both the B.S.W. and M.S.W. programs. Requirements include excellence in academic achievement, demonstrated community leadership initiatives, and a demonstrated commitment to bicultural and bilingual social work practice. Initial assistance in the range of $500 will be provided for book funds and/or travel assistance to and from practicum assignments.

ERIC S. DELLECKER '84 SCHOLARSHIP. This scholarship for pre-medical students was established in memory of Eric S. Dellecker by his parents. Recipients are chosen by the University Pre-Medical Committee based on academic achievement and the completion of one academic year in the pre-medical program.

PHILLIP B. DONLEY AWARD. This scholarship was established by the athletic training alumni and is awarded to a junior majoring in athletic training. The recipient will be chosen based on GPA, clinical evaluations, and service (professional, University, and community).

*RALPH H. DeRUBBO ENDOWED SCHOLARSHIP FUND. This scholarship was created by Ralph H. DeRubbo '47 to assist a student in financial need.

FREDERICK DOUGLASS SOCIETY SCHOLARSHIP. Scholarships are available to minority students who are enrolled full time. Applicants must demonstrate

their ability to make a positive contribution to the University and/or community through active involvement.

DR. ROBERT E. DRAYER MEMORIAL AWARD. An annual award for the senior who graduates with the most distinguished record in history, in memory of Dr. Robert E. Drayer, assistant professor of history, who died in 1968. The Department of History selects the recipient.

ROBERT EDWARD DRAYER SCHOLARSHIPS. There are three renewable Drayer Scholarships. The four-year full scholarship is given to a freshman history major with strong academic achievement; it covers in-state tuition, fees, room, and board. The two-year full scholarship also covers in-state tuition, fees, room, and board, and is awarded for academic merit each year to a history major who will be returning to West Chester University as a junior. The $2,000 four-year partial scholarship is awarded each year to a freshman history major on the basis of need and merit.

EARTH AND SPACE UNDERGRADUATE SCHOLARSHIP. Awards will be made to junior or senior majors in B.S. geoscience or B.S.Ed. earth and space sciences on the basis of academic achievement, financial need, and personal characteristics. Recipients will be chosen by vote of the faculty in the Department of Geology and Astronomy.

ENDO PHARMACEUTICALS, INC. SCHOLARSHIP. This scholarship is available to students enrolled in the pharmaceutical product development program. Recipients will demonstrate financial need and have excelled in their studies. Minorities and women are encouraged to apply.

ENGLISH FACULTY SCHOLARSHIP. This scholarship (approximately $500) will support a full-time, incoming freshman or transfer student majoring in English with demonstrated financial need and high academic achievement. Application with short writing sample is required. Renewable for a second semster if major and 3.0 GPA are maintained.

FACULTY AWARD. A certificate presented annually to a graduating senior in the Department of Nursing who, in the opinion of the department faculty, demonstrates "outstanding ability and exceptional commitment to professional nursing."

FACULTY SCHOLARSHIP FUND. Annual awards of $200 each are made in May to undergraduate students on the basis of academic ability and financial need. Applications are made to the Faculty Scholarship Fund.

MICHAEL FALCONE MEMORIAL JAZZ SCHOLARSHIP. This scholarship is awarded in memory of Michael Falcone '70, a distinguished jazz musician and educator. The recipient must be an outstanding second- or third-year member of the Criterions Jazz Ensemble, as well as a music major.

DR. AND MRS. ALBERT E. FILANO MATHEMATICS SCHOLARSHIP. Dr. Filano served the University for more than 35 years as a mathematics professor, department chair, division director, academic vice president, interim president, and adviser to the Newman Center. The scholarship fund was established as part of the naming of Filano Hall, dedicated on August 19, 2000, the 50th wedding anniversary of Dr. Albert E. and Mary Rita Filano. The scholarship is awarded to an incoming student majoring in mathematics with a demonstrated commitment to the community through service/volunteerism. It is renewable if the recipient remains a mathematics major and maintains a GPA of at least 2.70.

DEBRA POLLARD FORD '76 MARKETING SCHOLARSHIP. Inter-Media Marketing and American Telecast Corporation established this scholarship in memory of Debra Pollard Ford '76, an educator who later served as the director of training and development at Inter-Media Marketing. The scholarship is awarded annually to a marketing major who is selected by the Department of Marketing faculty.

*MELVIN L. FREE SCHOLARSHIP. This scholarship was established by Melvin L. Free, a member of the class of 1932. It is offered to an incoming freshman with a strong academic record.

FRESHMAN STRING SCHOLARSHIPS. Two scholarships are awarded to incoming freshman music students who are string majors, based on performance and potential. Performance is evaluated during the music entrance test administered to prospective students.

CHARLES S. AND MARGHERITA GANGEMI MEMORIAL SCHOLARSHIP. This scholarship will be awarded annually to a School of Music major. The award will be made alternately, one year for a theory/composition major and the next year for one in piano, starting fall 2009 with the former. The award will be open to a student at any level (nonrenewable) but is given for the highest achievement both scholastically and artistically. If no one meets these criteria, then the scholarship will not be granted. Faculty members of each respective department are to choose the recipients.

ELIZABETH COOPER WALLS GIBSON '41 SCHOLARSHIP. As the first African-American woman to be appointed principal in the Coatesville Area School District, Elizabeth Gibson's last project was to find ways to increase the presence of African-American teachers and administrators in the Octorara Area School District. This scholarship was created to honor her memory and help achieve that goal. The recipient will be an entering freshman African-American student majoring in education from Octorara High School. The award is based on financial need.

RAYMOND AND MAY GRAYSON FRIDAY MEMORIAL SCHOLARSHIP. This scholarship was established by Dr. Raymond Friday, professor of vocal and choral music, in memory of his parents. It is awarded annually to a freshman voice major who is selected in the spring semester on the basis of scholarship and vocal achievement.

MIRIAM GOTTLIEB PIANO SCHOLARSHIP. This award has been made possible through the generosity of Mrs. Miriam Gottlieb, who was a member of the University's Department of Keyboard Music faculty from 1946 until her retirement in 1975.

MICHAEL C. GREY AWARD. This award was established in memory of Michael C. Grey '89 by Barbara J. Brown, an alumnus and former faculty/staff member.

BESSIE GRUBB SCHOLARSHIP FOR GRAPHIC ARTS. Named for Bessie Grubb, who was employed at West Chester University in the College of Education's Visual Aids Department for 30 years until her retirement in 1969, this scholarship is awarded to a junior with a concentration in graphic design or photography.

THE JOHN GUTSCHER MEMORIAL SCHOLARSHIP IN MUSIC EDUCATION. This award, presented for the first time in 1988, is based on music student teaching excellence, academic excellence, and financial need. The award was established by the family of John Gutscher, a former music faculty member. The student or students are selected by the music student teaching supervisors with the approval of the Department of Music Education.

*EVELYN H. HALDEMAN SCHOLARSHIP. This scholarship was established by Evelyn H. Haldeman, a member of the

class of 1944. One-time awards are made by the University Scholarship Committee to students based on need, above-average scholarship, and citizenship.

MAZIE B. HALL SCHOLARSHIP. This scholarship was established in honor of Mazie B. Hall '24 who worked all of her adult life to establish better relations among individuals.

*DR. CLIFFORD H. HARDING ARTS AND SCIENCES SCHOLARSHIP. This scholarship was established by a bequest from Dr. Clifford H. Harding, former professor of history and chair of the Department of Political Science. Awards will be made to qualified entering freshmen with several renewable for the second year. Applicants to majors in the College of Arts and Sciences will be invited to apply based on a review of their high school rank, high school GPA, and total SAT scores.

*DR. CLIFFORD H. HARDING BUSINESS AND PUBLIC AFFAIRS SCHOLARSHIP. This scholarship was established by a bequest from Dr. Clifford H. Harding, former professor of history and chair of the Department of Political Science. Awards will be made to qualified entering freshmen. Applicants to majors in the College of Business and Public Affairs will be invited to apply based on a review of their high school rank, high school GPA, and total SAT scores.

JACK GARDENER HAWTHORNE SCHOLARSHIP (ART). Made possible by Jack Hawthorne, this scholarship is awarded to a first-year art major based on the quality of his or her portfolio. Applicants are encouraged to submit their portfolio in August for review and selection by the Department of Art faculty.

LEONARD HOCKENSMITH MEMORIAL SCHOLARSHIP FOR PHI KAPPA SIGMA. This fund was established in memory of Leonard Hockensmith '91, a history major and Phi Kappa Sigma brother, who was active in his fraternity and campus organizations, which included being a cartoonist for the Quad. The scholarship will be awarded to a Phi Kappa Sigma brother or a relative of a Phi Kappa Sigma alumni brother from any chapter who is active in extracurricular activities, has a cumulative GPA of at least 2.60, and is in good standing with the fraternity and the campus community.

HELEN WILLIAMS HODGSON '19 AND BENJAMIN WILLIAMS HODGSON '51 SCHOLARSHIP. Suzanne Hodgson Gottling started this scholarship in memory of her mother and in honor of her brother; both children followed Helen Williams Hodgson into the teaching profession. This scholarship will benefit an incoming freshman majoring in elementary or secondary education with demonstrated financial need.

ALEXANDER VON HUMBOLDT FOREIGN LANGUAGE SCHOLARSHIP. This fund was established in honor of the German naturalist Alexander von Humboldt (1769–1859), pre-eminent scholar of his time who explored much of Latin America collecting and cataloging the flora of the New World and is considered the founder of plant geography. The recipient should be a foreign language major who plans to continue with graduate study, or a junior or senior foreign language major enrolled in a study abroad program.

MARY LOUISE TURNER HOPKINS '43 AWARD. This award was established by John Feelye Hopkins '43 in memory of his wife Mary Louise Turner Hopkins and has been permanently endowed through his recent bequest. It is presented annually to a senior majoring in special education.

HELEN TAPPER IVINS '35 ENDOWED SCHOLARSHIP. The Helen Tapper Ivins '35 Endowed Scholarship was established by Mrs. Ivins's sister, Marie Tapper Lewis '32, and her son, C. Stephen Lewis, in memory of Helen Tapper Ivins, a member of the West Chester University History/Social Studies Department who also served on one of the school's first scholarship committees. The Ivins Scholarship is awarded to an undergraduate student with a minimum grade point average of 3.0 who is studying to become a history/social studies teacher. Applications can be made through the Department of History.

MARION PETERS IRVIN ENDOWED SCHOLARSHIP. This scholarship was established by family members to assist an upperclass education major, committed to teaching, who has financial need.

ANN JOHNS SCHOLARSHIP. This scholarship is awarded by the Faculty Dames of West Chester University to undergraduate women who are at least 25 years old, enrolled in degree programs, and demonstrate financial need. Contact the Office of Financial Aid for additional information and application forms.

ARTHUR E. JONES MEMORIAL SCHOLARSHIP. Talent in the choral conducting area is the consideration for this annual award to a music student in remembrance of Dr. Arthur E. Jones, former chair of choral music. To be eligible, a student must be a junior who has completed a course in choral conducting. A 2.0 overall GPA and a 2.5 music GPA are required. The Department of Applied Music selects the recipient.

KAPPA KAPPA PSI OUTSTANDING BANDSMAN AWARD. This award was established by the Eta Rho chapter of the Kappa Kappa Psi national honorary band fraternity to support a student who demonstrates leadership, a positive attitude, personal responsibility, and a commitment to the well-being of the WCU Marching Band.

CAROLYN KEEFE SCHOLARSHIP. The Carolyn Keefe Scholarship was established to honor Dr. Carolyn Keefe, professor emerita of communications studies, former longtime professor of speech communication, and a director of forensics at WCU. To qualify for the scholarship, a student must have completed at least two years on the Forensics Team, return to the University and participate in active competition the following year, have a minimum GPA of 3.0, and be a member of Pi Kappa Delta, national forensics honorary.

VERA A. KENNY SCHOLARSHIP. This renewable award is made to an incoming freshman enrolled in the College of Education.

ALTA M. KETNER '42 MUSIC SCHOLARSHIP. This scholarship was established by Alta M. Ketner '42 for an endowed scholarship awarded to a deserving student in the School of Music.

DEPARTMENT OF KINESIOLOGY SCHOLARSHIP. Three scholarships are awarded to any sophomore, junior, or senior student in health and physical education. Applications are made to the chairperson, Department of Kinesiology.

CHARLES KING '32 AND DOROTHY ECKMAN KING '32 SCHOLARSHIP. An annual $600 award was established by family members to honor Charles and Dorothy King. No limitations are set for recipients who will be determined through the Office of Financial Aid.

CHARLOTTE E. KING SCHOLARSHIP. This endowed scholarship was established by N. Ruth Reed in memory of Dr. Charlotte E. King, former University professor and first chair of the Elementary Education Department. The committee from the department will select an elementary education recipient.

DAVID S. KONITZER ENDOWED MEMORIAL SCHOLARSHIP. This scholarship honors the memory of David S. Konitzer, a West Chester University senior who was tragically killed in an automo-

bile accident. The scholarship is awarded to a sophomore, junior, or senior Chester County resident who plans to teach physical education and who meets other scholarship requirements.

FRITZ K. KRUEGER MEMORIAL VOICE SCHOLARSHIP. Two scholarships, endowed by the Krueger family, for freshmen who are vocalists are awarded in honor of the late Fritz K. Krueger, who taught in the Department of Vocal and Choral Music from 1961 until 1971. Applications are made to the dean of the College of Visual and Performing Arts.

STANLEY H. AND FLEURETTE LANG/NORTHEAST HIGH SCHOOL SCHOLARSHIP. This scholarship was established by the Northeast High School Alumni Association and is awarded to a Northeast High School graduate based on high scholastic standing, class rank, SAT scores, service to Northeast High School, good character, school and community citizenship, and financial need. The scholarship is renewable through four years and is usually awarded to a new student once every four years.

LEONARD LAUBACH MUSIC SCHOLARSHIP. Leonard Laubach '40 established this scholarship for music students. Awards are determined by the School of Music Faculty Scholarship Committee.

MEL LORBACK ENDOWED SCHOLARSHIP FUND. Established by Jerad L. Yeagley '62, this scholarship honors Mel Lorback, former WCU soccer coach and professor. The scholarship will assist a male soccer player with outstanding academic and leadership qualities, with preference given to physical education majors.

VIRGINIA KESHEL MACARTHUR '52 ANNUAL SCHOLARSHIP. This scholarship is awarded to a second-year student with financial need and an interest in teaching, conducting, or performing music in a sacred setting. Candidates are to submit a letter to the Applied Music chairperson giving evidence of these requirements, as well as two letters of recommendation (one from a music teacher and the other confirming musical involvement in a sacred setting). Awardees must agree to actively participate in the School of Music choral ensembles. Recipients must maintain a cumulative 3.0 average GPA in all subject areas.

LEWIS H. MARSHALL AWARD. An annual award is made to a senior in the social and behavioral sciences whose leadership, professional promise, and academic achievement are outstanding. It is made available by the Chester County Association of Township Officials, and the awardee is selected by a committee of faculty selected from appropriate disciplines.

SANDRA F. PRITCHARD MATHER '64, M'68 RESEARCH SUPPORT ENDOWMENT AND ENDOWMENT FOR GEOLOGY AND ASTRONOMY. Sandra Mather is a retired WCU professor and emerita. The research support endowment is intended to enhance research initiatives and opportunities for the faculty and students in the Department of Geology and Astronomy. The endowment for geology and astronomy is for student assistance/scholarship, faculty development, or equipment needs.

CHARLES MAYO SCHOLARSHIP. This award of approximately $250 is made annually in memory of Dr. Charles Mayo, a political scientist, who was president of West Chester University from 1974 until 1982. It is made by vote of the political science faculty to an outstanding junior or senior in the discipline. Details are available through the Department of Political Science.

JAMES E. McERLANE SCHOLARSHIP FOR INTERNATIONAL STUDY. This award is presented to a student with academic ability and financial need for study abroad. The scholarship was established in honor of James E. McErlane, Esq. by his friends in the Chester County community.

*MARTHA FORD McILVAIN SCHOLARSHIP. Established by Martha Ford '52 and Donald McIlvain, this scholarship provides annual assistance to entering freshmen of high academic promise, and is renewable through graduation provided a minimum 3.0 GPA and full-time status are maintained.

NANCY R. McINTYRE MEMORIAL SCHOLARSHIP. This scholarship is awarded to an incoming freshman from Pennsylvania who has been diagnosed with multiple sclerosis or has some other physical disability. Preference will be given to students enrolling in the College of Arts and Sciences or the College of Education. Applicants should demonstrate extracurricular involvement and leadership capabilities through service or group work.

KAYE D. AND ROBERT D. McKINNEY SCHOLARSHIP FOR PAINTING. Candidates for this scholarship will be recommended for selection by the WCU Department of Art chair to the dean of the College of Visual and Performing Arts. This scholarship is available to students enrolled in undergraduate or graduate degrees in the Department of Art and are awarded annually.

DR. ALAN P. MEWHA ENDOWED SCHOLARSHIP. Established by Dr. Pricilla Alden Mewha in memory of Dr. Alan P. Mewha and his instructors Miss Harriet Elliot and Miss Leone Broadhead, this scholarship is awarded to an outstanding upperclass geography major.

S. POWELL MIDDLETON MEMORIAL SCHOLARSHIP. This is an annual award to a freshman music student for talent and achievement on an orchestral instrument. The award honors the former conductor of the University Symphony Orchestra who died in 1970.

DOROTHY GIVEN MILLER AND FRANK WILLIAM MILLER SCHOLARSHIP. This scholarship was established by Dorothy Given Miller '19 and Frank William Miller '20. Recipients must have successfully completed one year at the University and demonstrate academic achievement, leadership, strength of character, and financial need. Application forms are available from the Office of Financial Aid.

LLOYD C. MITCHELL PIANO SCHOLARSHIP. This scholarship was established in honor of Dr. Lloyd C. Mitchell upon his retirement in 1971 after 35 years' service at the University, including 20 years as chair of the Department of Music and dean of the School of Music. It is awarded annually to a freshman music student selected by a piano faculty jury. Applications are made to the dean of the College of Visual and Performing Arts.

MICHAEL P. MONTEMURO MATH SCHOLARSHIP. This scholarship was established by the Montemuro family in memory of math professor Dr. Michael P. Montemuro. A $1,000 scholarship for tuition will be awarded to an incoming freshman who is enrolled in the B.S.Ed. degree program in mathematics. Selection by a Department of Mathematics committee will be based on the high school record of the candidates, including SAT scores, class rank, courses, grades, and recommendations.

AGNES MONTEMURO SCHOLARSHIP. This scholarship is awarded to an honors graduate of Interboro High School, with preference given to a student planning to major in education. The Interboro High School guidance staff, administration, and senior teachers choose recipients.

MICHAEL MOROCHOKO MEMO-

RIAL PIANO AWARD. The Department of Applied Music presents a scholarship annually to an outstanding junior music student majoring in piano. This award is a memorial to Michael Morochoko, father of a former student.

CONNIE MURRAY SCHOLARSHIP FOR PIANO. The Main Line Music Teachers established this $300 award in memory of Connie Murray, one of their members, who championed the cause of private music teachers. The scholarship is presented each year to a piano pedagogy major and selected by the keyboard faculty in the Department of Applied Music.

JON MUSTAFA MEMORIAL SCHOLARSHIP. This scholarship will be given to a rising second-year business major, with at least 15 credits completed. The student should have a minimum 3.0 GPA and be an out-of-state student. If no out-of-state students meet these criteria, then the scholarship may be awarded to an in-state student.

MUSTALISH ENDOWMENT FOR HOLISTIC HEALTH. Dr. Roger Mustalish, professor of health at WCU and president of the Amazon Center for Environmental Education and Research Foundation (ACEER), and his wife, Sue Mustalish '03, an RN, have established this scholarship because of their interest in holistic health issues. This scholarship will support a student studying for the master of public health degree, integrative health track.

NATIONAL GUARD OFFICERS SCHOLARSHIP PROGRAM. Upon certification by the appropriate National Guard official as being eligible, students may register for a given semester by paying 25 percent of tuition costs plus all other fees. The University will bill the National Guard directly for the remaining 75 percent of the tuition charges.

NEW JERSEY ALUMNI SCHOLARSHIP. The New Jersey Chapter of the West Chester University Alumni Association sponsors two annual $500 scholarship awards. These awards are available to students who are New Jersey residents and are funded by the contributions of New Jersey alumni. Applications may be obtained through the Office of Financial Aid and the Office of Alumni Relations.

CHARLOTTE W. NEWCOMBE FOUNDATION SCHOLARSHIP. This scholarship is awarded to undergraduate women who are at least 25 years old and enrolled in their junior or senior years. Selection is based on scholastic ability, financial need, and special life circumstances. Contact the Office of Financial Aid for additional information and application forms.

DOROTHY NOWACK SCHOLARSHIP. This award was established in memory of Dorothy Nelson Nowack, a professor of public health at West Chester until her retirement in 1991. Recipients will be seniors with 90 credits who are studying public health/health promotion, have a 3.3. or higher cumulative GPA, and exhibit a commitment to professional activities and service to the University, a department, or outside community.

OFF-CAMPUS STUDENT ASSOCIATION SCHOLARSHIP. This scholarship is awarded annually by the Off-Campus Student Association to undergraduate commuters who are involved with off-campus activities.

RICHARD PACIARONI '55 SCHOLARSHIP. This endowed memorial scholarship for geography, established by the Paciaroni family, is awarded annually to an undergraduate geography major or graduate student for enrichment activities or career/professional development. Recipients are required to have a 3.0 GPA in geography major and are chosen by the Department of Geography faculty.

THEODORA PANDEL MEMORIAL PIANO SCHOLARSHIP. This award is presented through the generosity of Praxiteles Pandel, retired associate professor of piano.

EDITH HARMON PARKER BLACK CAUCUS ALUMNI CHAPTER SCHOLARSHIP. This scholarship was established through the estate of Edith Harmon Parker '33 and is awarded to a student with good academic standing studying a discipline related to human relations, with preference given to black students.

HILLARY H. PARRY MEMORIAL SCHOLARSHIP. An annual award to a junior music student, granted for scholarship, citizenship, and achievement in vocal study. The scholarship is in remembrance of a former teacher of voice. A 2.0 overall GPA and a 2.5 music GPA are required.

BLANCHE STRETCH PETERSON PIANO/ORGAN SCHOLARSHIP. This scholarship is awarded to an incoming freshman from New Jersey whose main area of performance is the piano or organ, with preference given to a student from Salem or Cumberland counties.

PHI MU ALPHA SINFONIA, POWELL MIDDLETON AWARD. An annual award in memory of S. Powell Middleton is presented by the Rho Sigma chapter of Phi Mu Alpha Sinfonia men's music fraternity. It is based on outstanding musicianship, scholarship, and character. Applications are made to the dean of the College of Visual and Performing Arts.

WILLIAM PYLE PHILIPS SCHOLARSHIPS. Awarded annually to juniors and seniors who are natives of Chester County on the basis of demonstrated scholastic ability. Funds are available for approximately five scholarships to cover the basic tuition. Application forms may be secured in the Office of Financial Aid.

*PRESIDENTIAL SCHOLARSHIP. These merit-based, renewable scholarships are awarded to incoming freshmen based on the successful completion of an academic high school program, SAT or ACT scores, high school rank, and academic record. For additional information and application forms, contact the Office of Admissions.

PRESSER SCHOLARSHIP. This is a grant of $1,000, consisting of $500 from the Theodore Presser Foundation and $500 from the College of Visual and Performing Arts, to be applied toward tuition in a student's senior year. It is awarded by the president of the University to the student majoring in music who achieved the highest cumulative GPA at the end of the junior year, having completed no less than 95 credits at West Chester University. During the recipient's senior year, the student will be known as the Presser Scholar, denoting a reward for excellence with the hope that the award will help the student not only financially, but also in his/her future career.

N. RUTH REED HEALTH DEPARTMENT SCHOLARSHIP. This scholarship is sponsored by the West Chester University Department of Health. Applicants must be students at West Chester University (specifically, undergraduate health majors with sophomore academic status or better), possess a cumulative GPA of at least 3.0, and demonstrate high moral character, positive personality traits, and evidence of genuine interest and aptitude in working in the health field. For information contact the Department of Health.

WINIFRED PIERSOL REESER '43 ENDOWED SCHOLARSHIP. This scholarship supports an upperclass student who is committed to the field of kinesiology and maintains a GPA of at least 3.0.

REISS FOREIGN STUDIES ENDOWED SCHOLARSHIP. Retired faculty member Mary Ann Reiss created this scholarship for students majoring in French, German, Russian, or Spanish who

plan to study abroad.

JOEL M. RESSNER SCHOLARSHIP IN CHEMISTRY AND JOEL M. RESSNER SCHOLARSHIP FOR MINORITY STUDENTS IN CHEMISTRY. Joel Ressner, WCU associate professor of chemistry, has established two scholarships to benefit students majoring in chemistry.

FRANCIS J. REYNOLDS SCHOLARSHIP. This scholarship is awarded by the Department of Chemistry to a chemistry major who has successfully completed one year at the University. Applications are available through the Department of Chemistry.

LEAH GALLAGHER RIDDLE '41 ENDOWED SCHOLARSHIP. This scholarship was established as a memorial to alumna Leah Gallagher Riddle '41 by her family and friends. It will be awarded annually to an exemplary upperclass student whose major is in early childhood and/or elementary education.

ALFRED D. ROBERTS FOREIGN LANGUAGE SCHOLARSHIP. This fund was established in honor of Dr. Alfred D. Roberts, professor of foreign languages at West Chester University from 1959 through 1988. He founded the Department of Foreign Languages and the Junior Year Abroad program at West Chester, and served as the president of the Faculty Senate. The scholarship recipient will be a student with outstanding achievement in the study of a foreign language but does not need to have a major or minor in foreign language.

KATHERINE A. ROWLES MEMORIAL SCHOLARSHIP IN ART. Candidates for this scholarship will be recommended for selection by the WCU Department of Art chair to the dean of the college of visual and performing arts. This scholarship is available to students enrolled in undergraduate degrees in the Department of Art and are awarded annually.

SARTOMER COMPANY ENVIRONMENTAL SCHOLARSHIP. A $1,500 annual environmental award is presented to a sophomore or junior who is a Pennsylvania resident and has fulfilled a number of chemistry courses including the chemistry of the environment course. Recipients must have a minimum overall GPA of 3.0 and a 3.2 GPA in the sciences as well as write an essay judged by a company representative.

*MABEL KRING SCHAFFER '10 SCHOLARSHIP. This award was established in memory of Mabel Kring Schaffer through the estate of her daughter, Nancy E. Schaffer, class of 1949. It will be awarded to a worthy student with financial need, academic achievement, and good citizenship, as determined by the offices of Admissions and Financial Aid.

ANNE M. SCHAUB MEMORIAL SCHOLARSHIP. The Anne M. Schaub Memorial Scholarship is awarded annually to a kinesiology major who is entering the second semester of the sophomore year. A minimum 3.0 GPA is required.

CLARENCE SCHOCK FOUNDATION SCHOLARSHIPS. The Clarence Schock Foundation provides a limited number of scholarships for study at West Chester University in the amount of $6,600 payable in incremental amounts over four years. High school students qualified for college admission or high school graduates who have not attended college on a full-time basis may compete for a Schock Foundation Scholarship when their legal residences are located in the following Pennsylvania counties: Adams, Berks, Chester, Cumberland, Dauphin, Delaware, Lancaster, Lebanon, and York. A student attending the Shippensburg, Boyertown, Spring-Ford, or Williams Valley High Schools in Pennsylvania whose residence is outside the aforementioned area is considered in the SICO Company service area and may apply for a scholarship. No distinction is made on the basis of sex, race, or religious belief.

SCHOOL OF MUSIC STRING SCHOLARSHIP. Two scholarships are awarded to incoming freshmen who are string majors.

EVERETT E. SHAEFER MEMORIAL ENDOWED SCHOLARSHIP. Established by R. Elizabeth Wyers Shaefer '44 in memory of her husband, this scholarship assists a performing musician enrolled in any music degree program with a minimum 2.0 cumulative GPA with a minimum 2.5 GPA in music.

DR. AHMAD H. SHAMSEDDINE MEMORIAL AWARD. An annual award is given to an outstanding student in the field of business/economics, in memory of Dr. Ahmad H. Shamseddine, associate professor of economics, who died in 1971.

VIOLA B. SHAY SCHOLARSHIP (VOICE). Viola B. Shay was the beloved aunt of Mr. Tom Gordon, who established this scholarship. Ms. Shay was a soprano who was active in the Matinee Music Club of Philadelphia for many years. This scholarship is awarded annually to a talented incoming vocal major as selected by the vocal/choral faculty.

JANE ELIZABETH SHEPPARD VOCAL/CHORAL SCHOLARSHIP. This award was established in honor of Jane E. Sheppard upon her retirement in May 1987 after 34 years of service in the Department of Vocal and Choral Music. The recipient of this monetary award will be selected on the basis of outstanding participation in vocal and choral activities, which must include four semesters of Chamber Choir, scholarship, and personal qualifications.

JESSE V. SILVANO SCHOLARSHIP. This scholarship was established in memory of Jesse V. Silvano, a West Chester University student. To qualify, recipients must be a sophomore, junior, or first-semester senior, have a minimum GPA of 2.5, be committed to completing an undergraduate degree in criminal justice, have an interest in attending law school, be active in campus or community activities, and have financial need.

ROB SIMON MEMORIAL AWARD. This award has been established by Joseph and Janice Simon, alumni of the School of Music, and the late Dr. Irving H. Cohen, a member of the School of Music faculty for many years, in memory of Rob Simon, who was a double bass major at the University. The competition is open to double bass majors during their junior or senior year.

VINCENT D. AND MARY R. SKAHAN SCHOLARSHIP. The scholarship, in honor of Vincent D. and Mary R. Skahan, benefits graduating seniors from West Catholic High School who have been accepted for admission to West Chester University. Recipients must have a cumulative B average upon graduation from high school. The scholarship is renewable provided the recipient maintains a 3.0 GPA. The minimum award is currently $500. If no qualified student from West Catholic is identified, a student from any parochial school in the city of Philadelphia may receive the scholarship if he or she meets the other criteria.

GREG SMITH MEMORIAL SCHOLARSHIP. An annual scholarship of $100 is presented by the baseball club in memory of a former baseball captain and president of the baseball club.

RICHARD A. SMITH '06 EARTH AND SPACE SCIENCE SCHOLARSHIP. This scholarship is in memory of Richard Smith, son of Dr. Arthur Smith, who is a professor in the WCU Department of Geology and Astronomy. This scholarship will be used to assist students seeking bachelor's degrees in geology, earth

and space science, or earth and space science secondary education at WCU.

W. W. SMITH CHARITABLE TRUST. The W.W. Smith Charitable Trust was established in 1977 under the will of William Wikoff Smith, an important supporter of educational opportunity in the Delaware Valley. Established through his will, the W. W. Smith Charitable Trust has carried on Smith's work. Funds from this program are used to support students from middle-income families who might not qualify for other aid. The funds also support students enrolled in the academic development program at West Chester University. For additional information, contact the director of the academic development program or the Office of Financial Aid.

SOPHOMORE MUSIC EDUCATION SCHOLARSHIP. Three scholarships are given annually to music education sophomores. University citizenship and musical performance as well as a 2.0 overall GPA and a 2.5 music GPA are required. Applications are made to the dean of the College of Visual and Performing Arts.

SOPHOMORE MUSIC SCHOLARSHIPS. These awards are presented annually to three sophomore music students, one each in the areas of instrumental, vocal, and keyboard. Recipients must exhibit good citizenship and performance skills, as well as have an overall 2.0 GPA and a 2.5 GPA in music. Auditions for the scholarships are held in the fall semester.

CHARLES A. SPRENKLE ENDOWED SCHOLARSHIP. Created by family and friends, this scholarship honors Dr. Charles A. Sprenkle, who joined the faculty in 1955 and was appointed dean of the School of Music in 1971. The scholarship is awarded annually, at the beginning of the fall semester, for tuition assistance to the sophomore who achieved the highest grade point average during the previous year as a full-time freshman enrolled in the School of Music.

DR. ETHEL M. STALEY SCHOLARSHIP. Established in memory of Dr. Ethel M. Staley, who taught French at West Chester from 1930 to 1952, this scholarship is awarded annually to an outstanding graduate or undergraduate student in French.

JANE B. SWAN SCHOLARSHIP. Sponsored by the Women's Institute of West Chester University, a scholarship of approximately $500 is awarded annually to a woman student who is completing an interrupted education. Application forms are available at the Women's Center.

DR. CHARLES S. SWOPE SCHOLARSHIP FOUNDATION. A Memorial Scholarship Trust Foundation established by Charles E. Swope and Richard M. Swope in memory of Dr. and Mrs. Charles S. Swope. Dr. Swope served as president of West Chester University for a quarter of a century. Applicants must be full-time students enrolled in their junior year. Scholarships are $1,000 each; up to 15 may be awarded annually. Applications must be filed on or before April 1. Selection is made during May with scholarships commencing in September.

ELINOR Z. TAYLOR '43 SCHOLARSHIP. Elinor Z. Taylor is a retired WCU professor emerita, administrator, and representative from the 156th Legislative District in Chester County. This scholarship will support a female student who is majoring in kinesiology.

WILLIAM A. AND BARBARA V. TAYLOR SCHOLARSHIPS. Mrs. Barbara Taylor Toland established this endowed scholarship in memory of her first husband of 35 years, William A. Taylor. Two renewable, full-tuition scholarships are awarded to incoming freshmen, one to a Chichester High School graduate and one to a Sun Valley High School graduate. The recipients are to be deserving students who have not qualified for any other scholarships or financial aid at the University.

EDYTHE M. TRAPNELL '41 HONORS SCHOLARSHIP. Edythe M. Trapnell, a former public school teacher, established this scholarship to be given to an Honors College student based on the student's and family's financial need, as well as the student's demonstrated academic performance.

S. ELIZABETH TYSON MEMORIAL SCHOLARSHIP. This scholarship is awarded to an outstanding undergraduate student in the Department of Communicative Disorders.

ROBERT M. AND VERA VALYO SCHOLARSHIP. The scholarship honors Chief Robert M. and Vera Valyo. Robert served as chief of police in Willistown Township, Chester County. To qualify, recipients must be criminal justice majors entering their junior or senior year and have an overall minimum GPA of 3.0. This scholarship is renewable if the GPA is maintained. The minimum award is currently $500.

JOY VANDEVER ENDOWED SCHOLARSHIP. Established by the friends of Joy Vandever upon her retirement from the West Chester University faculty, this scholarship is awarded to a music major who finishes among the top 50 percent in the Parry Junior Year Voice Competition.

EARLE C. WATERS ENDOWED SCHOLARSHIP. This scholarship was established in memory of Earle C. Waters, former professor of health and physical education and coach of nationally renowned soccer, track, and gymnastics teams. Awards will be made to students demonstrating financial need who have completed their first year with a GPA of no less than 2.8 in the Department of Kinesiology with a concentration in the teaching of health and physical education, and who have demonstrated qualities of a well-rounded citizen by participating in and contributing to the success of University or community-sponsored activities. Awards will be made by a committee from the College of Health Sciences.

JAMES R. WELLS '54 MARCHING BAND SCHOLARSHIP. Named in honor of Dr. James R. Wells, professor of music education and the director of the WCU Marching Band, this scholarship is awarded to top marching band students.

MYNN DIEFENDERFER WHITE '27 HONORS SCHOLARSHIP. This scholarship has been endowed in honor of Mynn Diefenderfer White by her husband, Paul, her two children, Cynthia and Jim, and three of her grandchildren. The $1,000 scholarship is awarded annually to a rising junior who is a member in good standing of the University honors program, is active in the Honors Student Association, and who demonstrates leadership in the campus community. The award is renewable for the second year provided the recipient maintains the standards for which they were initially selected.

PATTI S. WIGGINS '47 SCHOLARSHIP. Patricia Morey established this scholarship in memory of her cousin and friend, who was a music education major. This scholarship will support a School of Music piano student.

HARRY WILKINSON MUSIC THEORY SCHOLARSHIP. This scholarship is awarded to a sophomore music student during the spring semester on the basis of talent and achievement in the areas of music theory, ear-training, and sight singing. The scholarship fund has been established by Dr. Harry Wilkinson, retired professor in the Department of Music Theory and Composition.

LOIS WILLIAMS ENDOWED SCHOLARSHIP. This scholarship was

established by Lois Williams, the former choral conductor and vocal professor who retired in 1991 after 36 years of service to the University. It is awarded to a student in any music degree program within the School of Music who has earned a minimum cumulative GPA of 3.0 in all music subjects. The student must be at least in his or her third semester of Concert Choir. The candidate for this scholarship will be selected by the conductor of the Concert Choir and will be presented to a student whose leadership and responsibility as a member of the Concert Choir is an obvious indication of this person's potential as a musician/educator.

YAROSEWICK FAMILY SCHOLARSHIP. Dr. Stanley Yarosewick served WCU for 25 years as a physics faculty member and in several administrative roles. His wife, Mary-Lou, was a teacher in the Downingtown Area School District who took classes at WCU. A stepson, S. Kenneth Wager '88, and son, Michael J. Yarosewick '91, graduated with degrees in computer science and physical education, respectively. This endowed scholarship fund was created in recognition of the important contribution WCU has made to the Yarosewick family. This scholarship will support a fourth-year science major who has a minimum 3.2 GPA.

DR. CARLOS ZIEGLER SCHOLARSHIP. This $500 award is presented annually to a junior student majoring in early childhood or elementary education. The recipient must have a 3.0 GPA or higher, and show leadership and potential as an early childhood or elementary teacher.

RUTH WALDMAN ZOLL SCHOLARSHIP. This fund was established through the generosity of the late Mrs. Ruth Waldman Zoll '28. These scholarships are especially for students who have significant need. Preference is given to a student entering the University from a high school in Berks County where Mrs. Zoll resided. Award amounts vary and application forms may be obtained from the Office of Financial Aid.

*Students accepted to the University prior to January 15 who have demonstrated outstanding achievement will be invited to apply for these merit scholarships. Candidate selection is based on academic performance, involvement, and accomplishment, and is determined by the University Scholarship Committee.

Student Affairs

The administration of West Chester University is committed to providing a comprehensive educational experience for students. To accomplish this mission, the Division of Student Affairs provides a variety of services and programs to complement the classroom experience. The goal of the division is to assist students in their intellectual, social, and psychological growth and to contribute to developing a campus community where knowledge, citizenship, critical thinking, and social concerns are basic values.

Offices within the Student Affairs Division include Athletics, Career Development, Children's Center, Counseling and Psychological Services, Greek Life, Health and Wellness Services, Judicial Affairs and Student Assistance, Multicultural Affairs, New Student Programs, Recreation and Leisure Programs, Residence Life and Housing Services, Service-Learning and Volunteer Programs, Student Leadership and Involvement, Sykes Student Union, and the Women's Center. The Division of Student Affairs also offers services for commuter and off-campus students and for lesbian, gay, bisexual, and transgender students.

The administration believes that students should share the responsibility for governing their community and should have a voice in shaping the objectives of the University. Through a democratically constructed student government and committee structure, the administration, faculty, and student body seek to work together on behalf of the general welfare of the University.

Classification of Students

Students who attend West Chester University are classified for administrative purposes into two categories.

1. RESIDENT STUDENTS
   These students live in housing facilities operated by the University or by arrangements made through the West Chester University Foundation. Residents of North Campus residence halls are required to choose from five University meal plans. (See "Meal Fee" on page 10.) Those residents living in the South Campus apartment communities are not required to purchase a meal plan; however, they may choose any meal plan option if they are interested.
2. OFF-CAMPUS STUDENTS
   This classification covers students who travel or commute to and from their legal residences, as well as students who live away from the homes of their parents or legal guardians in a dwelling that is not supervised or approved by the University.

Services

Residence Life and Housing Services

The Office of Residence Life and Housing Services is responsible for creating and maintaining an environment in each housing facility that encourages academic, social, and emotional growth. Each facility is staffed with trained personnel who are available 24 hours a day to provide services, assistance, and a variety of information. All resident students are encouraged to read *The Guide to Residential Living*, which contains valuable information on all services, policies, and responsibilities pertaining to all housing facilities. The Office of Residence Life and Housing Services is located in 202 Lawrence Center, 610-436-3307.

On-Campus Housing

The University-owned residence halls on the North Campus provide accommodations for approximately 1,800 students in primarily double-occupancy accommodations. In addition, the University-owned South Campus apartment complex houses almost 500 residents in four- or five-person, fully furnished units with each bedroom having either single or double occupancy. Arrangements for these housing options are made for the academic year.

The University, through the West Chester University Foundation, also offers other housing options on campus that are referred to as affiliated housing. Suite-style residence halls on North Campus, including University, Allegheny, and Brandywine halls, as well as The Village at WCU, an apartment community on South Campus, provide accommodations on a space-available basis. These facilities offer all the same opportunities found in University-owned housing, but are managed by University Student Housing, a subsidiary of the WCU Foundation.

Housing Assignments. The Office of Residence Life and Housing Services makes the housing assignments for all students living in all University-owned housing. University Student Housing handles assignments for all four affiliated-housing communities. All assignments are made without discrimination. Only individuals of the same gender will be assigned as roommates, suite mates, or in the same apartment unit. Each room has basic furnishings for comfortable living, and the students may make them more homelike with their own accessory additions. During orientation, students are informed about the services and equipment furnished by the University and those necessities that they must supply for themselves. Lounge and recreation areas, television, and a variety of other facilities and conveniences provide a pleasant setting for student life in each residence hall. Services are also available in a central location in the apartment communities.

Transfer Students: Transfer students are admitted both as resident students and as commuting students. Those transfer students who desire on-campus housing should indicate this at the time they apply for admission to the University.

Married Students: The University has no housing facilities for married students with their spouses or for students with children or dependents. Prior to registration, they will need to secure their own accommodations in the community.

Readmitted Students: Students readmitted to the University are eligible for on-campus housing unless a specific disciplinary sanction would prohibit such occupancy. Interested students should contact the Office of Residence Life and Housing Services for specific information about the application process.

Policy for Withdrawals: Resident students must vacate their University-owned residence hall or apartment within 24 hours of completing the withdrawal form in the Office of the Registrar. Resident students must secure the signature of the assistant director of housing prior to vacating their residence hall or apartment. Information regarding withdrawals from affiliated housing may be obtained by calling 610-692-7391.

Students with Disabilities: Students must be able to care for themselves independently or arrange for services that will allow them to perform normal life functions in the context of a residential setting, including, but not limited to, bathing, dressing, and other personal-care issues. This requirement may be met by having a personal-care attendant either live in or live off the premises, within certain restrictions. Some accommodations are also available for students who have special needs. Additional information, including available services and penalties for noncompliance, can be obtained by contacting the director of housing services at 610-436-3307. The full text of the policies and procedures are found in the *WCU Handbook on Disabilities*, "The Guide to Residential Living," or on the University Web page at www.wcupa.edu/_services/stu.lif/.

Dining Accommodations

All students residing in the North Campus residence halls must be on the University meal plan as a condition of occupancy. Students with medical problems who cannot meet this requirement may request a meal waiver. Residents of the South Campus Apartment Complex and The Village at WCU, as well as off-campus and commuting students, may purchase any meal plan offered or obtain meals at the transient rates.

A number of variable, block, and flex-only meal plans are available. Details of these plans, as well as the costs, are on page 10 of the "Fees and Expenses" section of this catalog.

All meal plans may be used in the following locations: Lawrence Dining Hall; the Diner; C-Stores/Grill operations; and the Ram's Head Food Court. National brands, such as Chick-fil-A, Subway, Einstein's Bagels, Starbucks, and Freshens will take cash, Ram Bucks, and flex only.

Off-Campus and Commuter Services

Services to Off-Campus and Commuter Students, which are coordinated by the associate director of Sykes Student Union, include the Off-Campus Housing Listing Service, advising the Off-Campus and Commuter Association, and serving as a community resource agent in areas related to off-campus and commuting students.

Additional services provided to off-campus students include landlord/tenant legal aid information and development of long-range plans and research on the profile and needs of off-campus students.

The associate director of Sykes Student Union and Off-Campus and Commuter Services is located in 116 Sykes Student Union, 610-436-2984.

Off-Campus Housing

Students who choose to live in the community must secure their own living accommodations. Off-Campus and Commuter Services will assist students in finding housing by providing up-to-date listings of available housing. These listings are available in Sykes Student Union and may also be accessed on the Web at www.wcupa.edu/och.

Bookstore

The Student Services, Inc. Bookstore is located on the ground floor of Sykes Student Union. The Bookstore sells both new and used textbooks for all WCU courses as well as school and art supplies. Textbooks may also be purchased on the store's Web site. The SSI Bookstore also stocks best sellers, a variety of general interest literature, and a wide selection of reference books, as well as study and teacher aids. SSI Bookstore offers a complete line of official WCU imprinted clothing and an array of gifts that can be purchased on the store's web site. Greeting cards, groceries, snacks, and laundry supplies are also available in the Bookstore. Services offered include film processing, special orders for computer software and general interest books (at no extra cost), UPS shipping, and daily book buybacks. All major credit cards, SSI EZPay, and personal checks, accompanied by a valid ID, are accepted. The Bookstore hours are as follows: Monday – Thursday from 8 a.m. – 6 p.m.; Friday, 8 a.m. – 4 p.m.; and Saturday, 11 a.m. – 3 p.m. (hours are subject to change). For additional convenience, the store offers extended operating hours at the beginning of each semester. For more information call 610-436-BOOK or visit the Web site at www.click2ssi-bookstore.com.

Bus Transportation on Campus

The University provides bus service from North to South Campus (and return) during the spring and fall semesters. The buses run from 7:15 a.m. to 2 a.m. on weekdays, and from 10 a.m. to 2 a.m. on weekends. On North Campus, the buses stop in front of Ehinger Gymnasium and Wayne Hall. On South Campus the buses stop at the Sturzebecker Health Sciences Center, South Campus Apartments, The Village, and Q and R Lots (upon request). Bus schedules are available at residence hall desks, Public Safety, or Sykes Student Union Information Center. Limited bus service also is available during the first and second summer sessions (see schedule for dates and times).

Students using the bus service should be advised that it is impossible to provide

timely transportation between North and South Campus within the standard 10-minute class break. Therefore, students should plan and develop class schedules that allow time to be transported between the two campuses through the use of open class periods.

Transportation service is available for the mobility impaired. An accessible bus containing a wheelchair lift is available for mobility-impaired students. This service is provided through the University's shuttle bus contact. More details on how to access these services area available on the Web at www.wcupa.edu/_INFORMATION/AFA/Facilities/Transportation/Buses/AccessibleBus/.

Career Development Center

The professional staff of the Twardowski Career Development Center assists students in defining career goals, relating academic preparation to these goals, and eventually helping in the search for internships and part-time/full-time career opportunities. These services are available throughout the entire calendar year in Lawrence Center, second floor. A career information library is available for browsing and research. Graduate school reference material is maintained for students considering graduate school. Other activities of the Twardowski Career Development Center include seminars, on-campus interviews and job fairs with potential employers, resume critiques, resume referral, electronic resume databases, and a job posting system.

Additional information is available at www.wcupa.edu/cdc/.

The Twardowski Career Development Center is located in 225 Lawrence Center, 610-436-2501, or e-mail cdc@wcupa.edu.

Children's Center

The Children's Center provides affordable, quality child care on campus for children of students and employees of the University. The center offers a developmentally based educational program for children ages three to six years with a summer program for ages three to 12. Snacks are provided by the center, with parents providing a bag lunch. Located on the ground floor of McCarthy Hall, the Children's Center is licensed by the Commonwealth of Pennsylvania, and all required registration material must be completed prior to enrollment.

The Children's Center also offers a wide range of opportunities for involvement by students such as:

- Practicum experiences in the fields of early childhood education, social work, and nursing;
- Volunteer programs with the Department of Social Work, community service programs, student organizations, and individual students;
- Paid part-time aide positions through the Work Study program and Student Services, Inc. funding;
- Classroom participation through the departments of Music Education, Kinesiology, and Languages and Cultures.

For more information contact the Children's Center at 610-436-2388.

Counseling and Psychological Services Department

The Department of Counseling and Psychological Services (the Counseling Center) is located in Lawrence Center, Second Floor, Room 241, 610-436-2301.

Counseling services are available to all currently enrolled undergraduate and graduate students. The Counseling Center is staffed by licensed psychologists, consulting psychiatrists, graduate-level trainees, and a drug/alcohol counselor. Confidential information shared in the Counseling Center is protected by both state law and professional ethics. Please consult the Counseling Center's Web page for current group offerings, www.wcupa.edu/_services/stu.cou/.

COUNSELING SERVICES

Students come to the Counseling Center with a variety of concerns, so different methods of individual and group treatment are offered to best meet the needs of the individual. Any of the following approaches may be implemented to address a student's concerns:

Individual psychological counseling consists of a one-to-one experience with the focus on resolving personal conflicts or interpersonal conflicts.

Group counseling consists of a small number of students who meet weekly with a leader or co-leaders. Groups are especially helpful for students who wish to share their concerns with peers and enhance their social skills in a therapeutic setting.

Career counseling is typically a one-to-one experience with the focus on clarifying the student's career path. Career choice is most solid when it is the outgrowth of understanding oneself. Several assessment instruments are available to aid the student in exploring values, interests, and abilities.

Psychiatric services are provided on a limited basis; students in need of a psychiatric assessment or medication must be in treatment with a Counseling Center therapist. There is a nominal fee for psychiatric services.

Testing/assessment may include psychological batteries or vocational assessment tools. Assessment is an adjunct to counseling, typically providing direction or assisting with a course of action.

Consultation services are provided to individuals who seek guidance, direction, or education. For example, faculty members who are concerned about the well-being of a student may consult on the best way to approach a student in distress. A referral guide is also maintained by the Counseling Center for those requesting the names/numbers of providers in the area.

Outreach presentations are given, upon request, by counselors throughout the year for students in residence halls, classes, student organizations, and special interest groups.

Greek Life

The Office of Greek Life coordinates West Chester University's fraternity and sorority community, comprising 26 (inter) national chapters on their service projects, community activities, scholarship support programs, recruitment and new member programs, and other related matters. In addition, the office works with four governing/programming councils, and the Camp Dreamcatcher fund-raiser. Greek Life is located in 238 Sykes Student Union, 610-436-2117.

Health Services

The Student Health and Wellness Center is staffed by a medical and health education team of physicians and nurses who are available to meet first-aid needs and to treat acute illnesses and minor surgical conditions. Gynecological services, including testing for pregnancy and sexually transmitted diseases, contraceptive counseling, and routine examinations, are available. Other offerings include nutritional services, HIV testing, and health/wellness education. The University is not responsible for any additional medical, X-ray, or surgical services, or hospitalization.

All students are required to pay a health service fee at the beginning of each semester. In addition, a separate fee is charged for each office visit. Many medications are available at a nominal fee. Allergy injections also are given at the center.

The University requires that all students have a Student Health Assessment Form

on file in the Health Center. Certain prematriculation immunizations are also required. Some academic departments and athletics require a current physical examination.

Due to confidentiality requirements, the Student Health and Wellness Center does not provide sick notes. It is the responsibility of the student to discuss absebces from classes with faculty.

The Student Health and Wellness Center is located on the second floor of Wayne Hall, 610-436-2509. Services are available to currently enrolled students only. When school is in session, the center is open Monday through Friday from 8:30 a.m. to 7:30 p.m. and Saturdays from 10 a.m. to 5:30 p.m. during fall and spring semesters. Summer hours are provided weekdays only from 8 a.m. to 3:30 p.m. All visits are by appointment except for emergencies.

Insurance Programs

Because of the unpredictable nature of medical and surgical emergencies, all students are encouraged to be covered by a health insurance program. Information on the insurance health programs is mailed to students prior to registration or may be obtained directly from the Health and Wellness Center Web site.

Insurance requirements may be mandated by specific departments and/or athletic programs. Refer to the appropriate section in the catalog for further information on these requirements.

Liability Insurance Requirement for Students in Nursing

See the section describing the Department of Nursing.

Student Physical Examinations

Physical examinations are required by certain academic departments and athletics. The Student Health and Wellness Center reserves the right to request an annual physical examination by the family physician for any student suffering from a chronic illness.

These forms are available on the Student Health and Wellness Center's Web site and are also mailed to students prior to registration.

Communicable Diseases

A current report of a negative tuberculin test or chest X-ray showing no active tuberculosis (TB) is mandated by the Pennsylvania Department of Education for all student teachers and students participating in a field experience in the public schools. The TB test can be given at the Student Health and Wellness Center for a nominal charge.

All students must show evidence of immunization against measles, mumps, rubella, varicella, tetanus, diptheria, pertussis, hepatitis B, and meningitis. Pennsylvania state law requires the meningococcal vaccine, or a signed waiver, for all students living in University housing. Guidelines published by the Centers for Disease Control and the American College Health Association will be adhered to and revised as appropriate to protect the health of those in the University community.

Because of the potential for transmission of several infectious diseases, all students utilizing injectable medicines will be required to show evidence of satisfactory disposal of needles and syringes. The Student Health and Wellness Center will provide free disposal of medical waste.

Judicial Affairs and Student Assistance

Coordination of West Chester University's judicial system is overseen by the director of Judicial Affairs and Student Assistance. In accordance with the University's Mission and Values Statements, the University is committed to providing a sound educational environment for intellectual pursuits.

Accordingly, a set of behavioral standards has been created to maintain a safe and secure campus environment. The West Chester University Student Code of Conduct, found in Section III of the Ram's Eye View, translates those acts that constitute unacceptable behavior for the University's students and student organizations. Students and student organizations accept the responsibility to abide by all University rules and regulations. In addition to these rules and regulations, students are expected to obey federal, state, and local laws. The University, for educational purposes, has the right to review any action taken by local law enforcement agencies regarding students. Disciplinary action may be imposed when a student engages in behavior, on or off campus, that is not consistent with University community standards as defined by the West Chester University Student Code of Conduct.

As members of the University community, students have the right:

- To participate in all activities of the University, free from any form of harassment or discrimination;
- To personal privacy except otherwise provided by the law; and
- To procedural due process in all action arising from violations of University regulations.

Along with those rights, students have the responsibility:

- To respect the rights and property of others
- To become fully acquainted with the published University regulations and to comply with them; and
- To recognize that their actions reflect on the entire University community.

The Office for Judicial Affairs and Student Assistance works collaboratively with administrators, faculty, staff, students, and community constituents to address student behavioral issues that impact the University community. The office also can assist students who are away from the campus for medical, personal, or family emergencies. The Office for Judicial Affairs and Student Assistance is located in 238 Sykes Union, 610-436-3511.

Mail Service

The University has an on-campus post office located on the second floor of Lawrence Center. Commuting students requesting a mail box must show a need for the box by applying to Off-Campus and Commuter Services, located in 116 Sykes Student Union, 610-436-2984, which will approve or disapprove the request depending on the availability of a limited number of mail boxes and the demonstrated lack of alternative mail receipt options for the student.

Resident students receive their mail at their residence halls. To ensure prompt delivery, the complete and correct addresses for the facility should be used. Please refer to the Office of Residence Life and Housing Services Web site, www.wcupa.edu/_services/stud.lif/services/mailservice.asp/, for specific details.

Multicultural Affairs

The mission of the Office of Multicultural Affairs is to help provide and maintain a supportive environment that promotes the academic achievement and personal development of multicultural students at the University. This is accomplished by providing a wide range of services, programs, and activities aimed at meeting the educational, social, cultural, and developmental needs of multicultural students. In addition, the office collaborates with other offices, organizations, and departments to improve awareness of and appreciation for racial and cultural diversity for the University community.

The office is housed in the Multicultural Center, located in 003 Sykes Student Union. The purpose of the center is to provide a "home base" for multicultural students and their organizations, and to serve as a diversity and multicultural resource center for all members of the University community. The Office of Multicultural Affairs and Multicultural Center can be reached at 610-436-3273.

New Student Programs

The Office of New Student Programs coordinates orientation and outreach programs for freshman (first-year) and transfer students. Orientation programs include summer, fall, and January sessions.

West Chester's orientation programs are designed to introduce new students to the University and acquaint them with the academic, student services, and social aspects of college life. Attendance at orientation is mandatory for all freshman and for those students transferring with 59 credits or less.

Outreach efforts include participation in Weeks of Welcome, Freshman Interest Groups, and Family Day. A variety of social and educational programs are offered during the first year to aid new students in making a successful transition to West Chester University.

The Office of New Student Programs is located in 202 Lawrence Center, 610-436-3305.

Public Safety

West Chester University is concerned about the safety and welfare of all campus members and is committed to providing a safe and secure environment. Campus security is the responsibility of the University's Department of Public Safety. Because no campus is isolated from crime, the University has developed a series of policies and procedures to ensure that every possible precautionary measure is taken to protect members of the University community while they are on campus. A full explanation of the University's security policies and procedures, as well as additional pertinent information, appears in a publication called "Your Safety Is Our Concern," which is available on the Web at www.wcupa.edu/dps/PDF/clery.pdf. You may also request a copy in print from the Department of Public Safety.

Emergency Alert Notification

www.wcupa.edu/dps/emergency/EmergencyNotification.asp

In an emergency, the University will communicate key information as quickly and to as many people as possible using the following communication channels:

- Text message to WCU Alert subscribers, via e2campus service, http://www.wcupa.edu/wcualert/
- Mass e-mails to faculty, staff, and students via WCU-assigned e-mail accounts
- Posted on the University's homepage
- Recorded message on the University's Information Line, 610-436-1000

While the University has a wide variety of methods to communicate with the campus community, the text messaging service makes use of the latest technology to reach students, faculty, and staff in the event of any emergency. The University's homepage at http://www.wcupa.edu will be the primary source for all up-to-date, official information concerning emergencies.

Emergency Preparedness

The University continues to review its safety policies and procedures and has developed initiatives to address the issues raised by national tragedies. Although no college campus is completely safe, West Chester University has taken positive steps to enhance the safety of the campus community. It is important that all University community members understand how the institution will proceed and respond in case of a campus emergency. All students and employees should learn where to find emergency information and instructions, and be familiar with evacuation procedures for buildings where they live or work, as well as those they visit during the course of a day. The preparation people take now to learn, be aware of, and practice their own personal emergency plan is vital.

Information about emergency preparedness and planning, as well as the University Threat Assessment Policy, is available at wcupa.edu/dps/emergency/EmergencyPreparedness.asp.

Vehicle Registration

All University parking lots require a current University parking permit or pass to be displayed on all vehicles. Visitors to campus are asked to park in the Sharpless Street Garage located at Sharpless and Church streets. All employees and eligible students desiring to use designated parking lots must register their vehicle with the Department of Public Safety Parking Services Office and purchase/obtain a parking permit. Parking permits are nonrefundable and may only be used by the registered purchaser. Permits are not transferable between individuals nor may they be resold. All West Chester University parking permits are the property of West Chester University.

Resident students with 60 credits or more and commuter students with 30 credits or more are eligible to purchase a North Campus permit. Residents of the South Campus apartments with 30 or more credits are eligible to purchase a permit for that area only. Freshman resident students are not permitted to bring cars to campus. A freshman is defined as one having earned fewer than 30 credits prior to the fall semester. Other students must park at South Campus Q and R lots. Shuttle bus service is provided between South and North campuses.

A valid student ID, nonsuspended operator's license, and vehicle registration card must be presented at the time the vehicle is registered. The annual registration fee is established by the Council of Trustees. Please contact the Department of Public Safety Parking Services Office for the current cost. Specific registration procedures will be announced yearly.

The parking permit should be placed in the vehicle immediately. Instructions on placement are on the reverse side of the permit. Mutilated or defaced parking permits must be replaced. The operation and registration of a vehicle must conform to commonwealth vehicle law and University regulations. For complete information regarding motor vehicles and registration, refer to the Motor Vehicle Regulations pamphlet available at the Public Safety Office and the Public Safety Web site at www.wcupa.edu/dps/MVReg.asp.

Any change in the vehicle registration number must be reported to the Department of Public Safety immediately.

Persons in violation of the parking rules and regulations are subject to ticketing and towing. Parking fines are assessed at $20 up to $40 depending on the violation. The towing fee set by contract is for the initial tow.

Service-Learning and Volunteer Programs

The Office of Service-Learning and Volunteer Programs promotes community service within academic courses and as co-curricular activities. The office provides assistance to faculty who use community service as a teaching method and to students in need of service placements. Working directly with more than 100 local agencies, the office co-

ordinates and provides a listing of volunteer opportunities for the University's students. Throughout the year special events are planned, and the entire campus is invited to participate. West Chester University is a member of Pennsylvania Campus Compact and a recipient of "The President's Higher Education Community Service Honor Roll." The Office of Service-Learning and Volunteer Programs is open from August – May and is located in B-19 Killinger Hall, 610-436-3379. The Web site is www.wcupa.edu/_services/stu.slv/.

Student Leadership and Involvement

The Office of Student Leadership and Involvement is responsible for the registration and coordination of more than 240 recognized student clubs and organizations on campus. In conjunction with the Student Leadership Project Team, the office also creates and implements a multidimensional student leadership program. Please see the Web site at iws.wcupa.edu/orgs. The office is located in 238 Sykes Student Union, 610-436-2117.

Student Services, Incorporated (SSI)

Student Services, Incorporated (SSI) is a not-for-profit organization primarily designed to serve the students of West Chester University. The objective of this corporation is to initiate, regulate, and operate the financial matters of all co-curricular student activities. Such activities include the management of the Ramecard, campus bookstore, student publications, student organizations, check cashing/ticket service, student programming, intercollegiate athletics, and the graduate student association.

In fiscal matters and in various policy-making areas, the final authority rests with the president of the University.

The SSI Business Office, 610-436-2955, is located in 259 Sykes Student Union.

Sykes Student Union Building

The Earl F. Sykes Student Union first opened in 1975 as the community center for West Chester University. Major renovations and a building expansion was completed in 1995 providing students with a new 102,000-square-foot facility.

Sykes Student Union, as a facility and an operation, is designed to encourage all members of the campus community to participate in a wide variety of cultural, social, educational, and recreational programs. The multipurpose building features a 350-seat theater, fitness center, SSI bookstore, SSI Service Center, and the Multicultural Center/Office of Multicultural Affairs, all on the ground floor. The first floor offers a dining area with seating for 350, an outdoor terrace, and a large food servery. Also included on the first floor is a 5,000-square-foot multipurpose room designed for dances, concerts, banquets, and lectures, as well as the union administrative offices, Off-Campus and Commuter Services, and Information Center.

The second floor houses the Student Affairs offices of the Vice President, Assistant Vice President, Judicial Affairs and Student Assistance, Greek Life, and Student Leadership and Involvement. The Student Services, Inc. Business Office and the departments of Co-Curricular Programs and Campus Activities, along with student clubs and organizations, are also located on the second floor.

The third floor penthouse features a 22-unit computer lab, the Frederick Douglass study lounge, and seminar space. Sykes Union also houses 17 meeting rooms accommodating groups from five to 500.

For information concerning Sykes Student Union call the Information Center at 610-436-3360/2984.

Women's Center

The Women's Center promotes a campus community that values the safety, equality, and intellectual advancement of women at West Chester University. The Women's Center serves the diverse needs of WCU women and their male allies by providing:

- Confidential support, assistance, and safe space for WCU women in crisis
- Educational programs that address a wide range of social-justice issues that affect the success, well-being, and empowerment of women worldwide
- Leadership and volunteer opportunities for women that build confidence and enhance career goals
- Information and referrals about issues that disproportionately impact women, such as sexual assault, relationship violence, sexual harassment, unplanned pregnancy, and disordered eating
- Special events, workshops, and training that promote awareness of the ways in which gender bias intersects with racism, classism, homophobia, and other forms of oppression.

The Women's Center is located at 220 Lawrence Center. For more information, including opportunities for student volunteers, call 610-436-2122.

Activities

Student Activities on Campus

Student activities at West Chester University encompass a wide range of cultural, social, educational, and recreational programs for a diverse student population.

The Student Services Inc. (SSI) Office of Student Activities takes a leadership role in organizing and sponsoring joint or individual projects as part of its mission. The director of student activities oversees the Student Activities Council (SAC), the major student activities organization on campus, that coordinates current movies, concerts, trips, national and cultural entertainment, and special events. In addition to SAC, the director of student activities oversees major entertainment and Homecoming weekend. The Office of Student Activities is located in 236 Sykes Union; the phone number is 610-426-3037.

Student Organizations

Each summer, an updated "Directory of Student Organizations" is printed that includes the names, addresses, and telephone numbers of all presidents and advisers of more than 240 campus student organizations. For a comprehensive description of WCU student organizations, refer to the following WCU Web site: http://iws.wcupa.edu/orgs/, or contact the Office for Student Leadership and Involvement, 238 Sykes Student Union, 610-436-2117. The following is the official list of all student organizations that were registered during the 2009–2010 academic year:

Student Governing/Campus Programming Organizations
Graduate Student Association
Off-Campus and Commuter Association
Residence Hall Association
Student Government Association
Sykes Union Advisory Board

Academic/Professional Organizations
Accounting Society
Adapted Physical Education Club
Alchemist Club
American Institute of Graphic Arts
American Marketing Association
Anderson Mathematics Club
Anthropology Club of WCU
Art Association
Athletic Training Club
Council for Exceptional Children/Special Education
Criminal Justice Association–Sigma Tau Omicron
Darlington Biological Society
Earth Space and Science Club
Economics and Finance Society
English Club
English Graduate Student Association
Exercise Science Club
Forensics

French Club
Gender Studies Club
Geography Club
German Club
Graduate Social Work Student Association
Health and Medicine Organization
Health and Physical Education Club
History Club
Honors Student Association
Institute of Management Accountants
Italian Club
Linguistics Club
Management Club
National Association of Black Accountants
National Council of Teachers of English
National Student Speech, Hearing and Language Association
Philosophy Club
Political Science Club
Pre-Law Society
Psychology Club
Russian Club
Social Work Club
Society of Physics Students
Sociology Club–Delta Alpha Tau
Spanish Club
Student Dietetic Association
Student Nurses' Association of Pennsylvania (SNAP)
Students in Communication
University Dance Company
University Theatre
West Chester Association for the Education of Young Children
Women in Science

Special Interest Organizations
Active Minds
Anime Club
Asian American Organization
Black Men United
Black Student Union
Chess Club
College Democrats
College Republicans
Contemporary Issues
Dance Team
EARTH (Environmental Association for Repairing the Habitat)
Hillel Jewish Student Union
Homecoming
INDO–Indo-American Association
LASO–Latino American Student Organization
LEAD–Leadership, Empowerment, and Development
LGBTQA–Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, and Ally Association
Major Entertainment
Mock Trial Club
Poesis
Precise
Recreation and Leisure Programs
Rock the Vote
Sisters United
Student Activities Council
Students for Life
Vox: Voices of Planned Parenthood
Women's Center Club

Religious Organizations
Campus Crusade for Christ/Christian Impact
Catholic Newman Student Association/ Center
Covenant Campus Fellowship
CrossSeekers
Gospel Choir
Hillel Jewish Student Union
Impact
Latter Day Saints Student Association
Lutheran Student Association
Muslim Student Association
Young Life

Service Organizations
The Abbé Society
Alpha Delta Kappa
Alpha Phi Omega
Ashraya
Best Buddies
Circle K Club
Colleges Against Cancer
Emergency Medical Services
Friars' Society
Habitat for Humanity
Invisible Children at WCU
Phi Sigma Pi
Rotaract
Student Outreach to Urban Schools
TAG–Traveling Across Generations
University Ambassadors

Greek Letter Organizations Governing Councils
Black and Latino Greek Council
Interfraternity Council
Inter-Greek Council
Panhellenic Council
Sister-to-Sister Peer Mentor Program

Honoraries
Gamma Sigma Alpha
Order of Omega
Rho Lambda

Fraternities
Alpha Phi Alpha
Beta Theta Pi
Delta Chi
Kappa Alpha Psi
Kappa Delta Rho
Lambda Alpha Upsilon
Phi Beta Sigma
Phi Kappa Sigma
Pi Kappa Phi
Sigma Alpha Epsilon
Sigma Phi Epsilon
Sigma Pi

Sororities
Alpha Kappa Alpha
Alpha Phi
Alpha Sigma Tau
Alpha Xi Delta
Chi Upsilon Sigma
Delta Phi Epsilon
Delta Sigma Theta
Delta Zeta
Mu Sigma Upsilon
Phi Mu
Phi Sigma Sigma
Sigma Gamma Rho
Sigma Lamda Gamma (Eminence)
Zeta Phi Beta
Zeta Tau Alpha

Publications and Media Organizations
Daedalus
Media Advisory Board
The Quad
The Serpentine
WCUTV 5–West Chester University Television
WCUR–West Chester University Radio

Sports Clubs
Bowling Club
Equestrian
Fencing
Ice Hockey–Men
Ice Hockey–Women
Lacrosse–Men
Lacrosse–Women
Outdoor Club
Roller Hockey–Men
Rugby–Men
Running Club
Shotokan Karate
Ski Club
Snowboard Club
Soccer–Men
Soccer–Women
Sports Club Council
Swim Club
Tae Kwon Do Club
Tennis Club
Ultimate Frisbee Club
Volleyball–Men
Volleyball–Women
Water Polo–Women
Wrestling–Men

Musical Organizations
American Choral Directors Association
Brass Ensemble
Cantari Donné
Chamber Choir
Collegium Musicum
Concert Band
Concert Choir
Criterions Jazz Ensemble
Flute Ensemble
GraceNotes
Guitar Ensemble
Kappa Kappa Psi
Marching Band–"Golden Rams"
Mastersingers
Men's Chorus
Music Educators National Conference–Chapter 21 (PCMEA)
Music Teachers National Association (MTNA)
New Music Society
Opera Theatre Ensemble
Percussion Ensemble
Phi Mu Alpha Sinfonia
Saxophone Ensemble
SIGMA (Swope Inter-Greek Music Association)
Sigma Alpha Iota
Statesman Jazz Ensemble
Swope Ensemble Association
Symphonic Band
Symphony Orchestra
Tau Beta Sigma
Trumpet Ensemble
Wind Ensemble
Women's Choir

Honor Societies
Accounting–Beta Alpha Psi
Communication Studies–Pi Kappa Delta
Communications–Lambda Pi Eta
Counseling–Chi Sigma Iota

Economics–Omicron Delta Epsilon
Education–Kappa Delta Pi
Educational Services–Chi Alpha Epsilon
English–Sigma Tau Delta
Foreign Languages–Alpha Mu Gamma
Geography–Gamma Theta Upsilon
Geology–Sigma Gamma Epsilon
History–Phi Alpha Theta
Kinesiology–Phi Epsilon Kappa
Leadership–Omicron Delta Kappa
Literacy (Reading)–Alpha Upsilon Alpha
Mathematical Sciences–Pi Mu Epsilon
Music–Pi Kappa Lambda
Nursing–Sigma Theta Tau
Physics–Sigma Pi Sigma
Political Science–Pi Sigma Alpha
Psychology–Psi Chi
Social Science–Pi Gamma Mu
Social Work–Phi Alpha
Sociology–Alpha Kappa Delta
Students with Disabilities–Delta Alpha Pi
Theater Arts–Alpha Psi Omega

Recreation and Leisure Programs

The Office of Recreation and Leisure Programs provides recreational and leisure-time activities for the University community. Recognizing that the needs of individuals differ, the program offers a variety of recreational components, which are listed below. Through participation, individuals can develop friendships, improve physical health, and learn new lifetime recreational activities and constructive ways to use leisure time.

For more detailed information contact the Office of Recreation and Leisure Programs, Room 132 Ehinger Gymnasium, 610-436-1732, or visit the Web site, www.wcupa.edu/campusrec/.

Open recreation and swimming is offered for those who are interested in informal recreation. Gymnasiums and pools are available throughout the year for "free play" and recreational swimming. Guest passes may be obtained when friends visit campus and wish to use the facilities. Two swimming pools on campus are available during the week for recreational swimming: the Hollinger pool on North Campus and the South Campus pool. WCU ID cards or guest passes are required for admittance. Check bulletin boards for open swim times or call the Aquatics Office at 610-436-2127.

The intramural sports program is based on student interest and provides every student with an opportunity to participate in team/dual/individual competition. The program offers divisional play for men, women, and co-recreational teams in the following sports: flag football, dodge ball, floor hockey, roller hockey, indoor/outdoor field hockey, indoor/outdoor soccer, beach/indoor volleyball, basketball, softball, and tennis. Intramurals can also be offered in a league or tournament play.

Sport clubs, which are competitive, recreational, and instructional in nature, allow students with similar sports interests to enjoy these activities together. The following 24 sports clubs are coordinated through the Office of Recreation and Leisure Programs and are officially recognized student organizations: Bowling, Equestrian, Fencing, Ice Hockey– Men/ Women, Lacrosse–Men, Roller Hockey–Men, Rugby–Men, Shotokan Karate, Skiing, Snowboard, Soccer–Men/ Women, Swim Club, Outdoor Club, Running, Tae Kwon Do, Tennis, Ultimate Frisbee, Volleyball–Men/Women, Water Polo, Wrestling–Men.

As people find themselves more and more isolated from the natural environment, there has been an ever-increasing appreciation for and desire to experience the outdoors. The **outdoor adventure program** provides students, faculty, and staff opportunities to participate in low-cost, fun, and people-powered outdoor adventure activities. Canoeing, caving, rock climbing, and ski trips are among the many outdoor activities offered.

Group exercise/aerobics are offered in the Sykes Student Union aerobics studio throughout the week for 14 weeks of each semester. Sessions provided include high- and low-impact, step, toning, cross training, body sculpting, boot camp, cardio-blast, and speed cycling. The hours vary throughout the day depending on instructor availability. Advance registration is mandatory, and the student registration fee for all sessions is $20 for each semester or $35 for the academic year. The faculty and staff fee is $50 per semester. Given the popularity of the program, interested participants should register within the first week of each semester.

Sykes Student Union Fitness Center is designed to give students a professional setting for exercise and weight training. The Fitness Center is equipped with cardiovascular equipment, pin-selectorized equipment, and Olympic free weights. The center also houses the aerobics studio where aerobic sessions are held. A valid WCU ID is required for admission to the center, as well as an orientation session for all participants.

Intercollegiate Athletic Program

West Chester University's Department of Athletics affirms academic excellence as the cornerstone in the life of the student-athlete, placing the highest priority on the overall quality of the educational experience. By strengthening the integration of athletic program objectives with academic and developmental goals, athletics support the University's mission to meet student needs and interests.

Participation in athletics can serve to strengthen the student's integrity, sense of fairness, respect for others, and dedication to goals. It also can provide the opportunity for enhancing interpersonal leadership skills. Both men and women can choose from a broad variety of team and individual sports. In addition, academic support services are available for student-athletes, underscoring the commitment to scholastic success.

The women's intercollegiate athletic programs include basketball, cross country, field hockey, golf, gymnastics, indoor track, lacrosse, rugby, soccer, softball, swimming and diving, tennis, outdoor track and field, and volleyball. The men's intercollegiate athletic programs include baseball, basketball, cross country, football, golf, indoor track, soccer, swimming and diving, tennis, and outdoor track and field.

West Chester University is a Division II member of the National Collegiate Athletic Association (NCAA), the Eastern College Athletic Conference, and the Pennsylvania State Athletic Conference. The Division I field hockey program competes in the Atlantic 10, while the women's rugby team (the first NCAA Division II program in the country) is part of the Eastern Pennsylvania Rugby Union (EPRU).

The Department of Athletics is located in the Sturzebecker Health Sciences Center on South Campus, which has won national acclaim for the quality and extent of its teaching, performance, and research facilities. Of special note is the one-acre gymnasium, and a natatorium with two full-size swimming pools connected by a diving well.

This center is surrounded by John A. Farrell Football Stadium, Serpico Baseball Stadium, South Campus Softball Complex, practice and playing fields, and tennis courts. A new lighted artificial surface athletic field was completed in the fall of 2004 and was dedicated in 2008 as the Vonnie Gros Field. It serves as the home of the WCU Division I field hockey program as well as the women's lacrosse team. It also is used as practice space for other varsity teams, and as a center for

recreation and intramurals. In the fall of 2006, a new state-of-the-art turf football field and outdoor track were installed at Farrell Stadium.

Alumni Association

The West Chester University Alumni Association is an organization of more than 80,000 graduates of the University.

The purpose of the Alumni Association is to promote the interests of West Chester University in all areas of academic, cultural, and social needs, to strengthen the Alumni Association through a strong network of graduates, and to increase the awareness of alumni to the University's needs.

The Alumni Association sponsors many activities, including five major events on campus each year: Welcome to West Chester Day and Homecoming in the fall, Alumni Weekend in the spring, and Senior Days in December and May. *The West Chester University Magazine*, published three times each year, provides alumni with information on their classmates and events of interest.

The WCUAA also provides an Alumni Online Community with easy access to calendars, event registration, news updates, and an alumni directory. The Web site is www.wcualumni.org/.

Academic Affairs

West Chester University's undergraduate programs include teaching certification programs, local certificate programs, and programs of study leading to the bachelor of arts, bachelor of fine arts, bachelor of music, bachelor of science in education, bachelor of science, bachelor of science in nursing, and bachelor of social work. A complete list of undergraduate degree programs appears on page 63. Programs of study at the graduate level are also available. These are listed on pages 36-37 and are described in detail in the Graduate Catalog.

Honors College

The University provides to students with outstanding achievements in scholarship, community service, the arts, and/or leadership the opportunity to participate in a challenging honors curriculum and to receive appropriate recognition when they complete the requirements. The Honors College aims to provide an inviting environment for academically gifted and highly motivated students to interact and form a learning community of peers, faculty, administrators, and staff that will challenge and enrich the students' college experience.

The Honors College seeks cross-disciplinary connections, in the liberal arts tradition, which develop students' natural intellectual abilities, and to challenge them to use these skills on behalf of the larger community. Qualified students may participate in Honors thorough one of three tracks: entering freshmen, honors seminar program, and the undergraduate certificate program in leadership and civic engagement. Membership is highly competitive and based on attainment and maintenance of a cumulative 3.25 grade point average, regular enrollment in honors courses, and service to the campus community.

Honors students who have successfully completed their first year in the college may qualify for a **Bonner AmeriCorps service-learning scholarship**. An education voucher of $1,000 will be awarded to students who verify 300 hours of community service during a calendar year.

The college provides housing in Allegheny Hall for on-campus residents. Suite-style, air-conditioned rooms with baths house two students. Allegheny also hosts a designated lounge and technology center for Honors student use. Students also have membership in the Honors Student Association.

An Honors Council, which includes both faculty and students, sets the policies of the college. A committee of that council, working with the director, determines the admission and retention of students. Students completing the full honors program receive designation on their University transcript and the right to wear a medallion of achievement at commencement. Recognition at commencement is based on the student's academic record as of the completed semester prior to commencement. Students who complete the seminar and certificate programs earn transcript recognition.

Further information about the Honors College – requirements, offerings, housing, and the co-curricular activities of the Honors Student Association – is available from the Honors College Office, 703 S. High St., West Chester University, West Chester, PA 19383; phone, 610-436-2996; fax, 610-436-2620; e-mail, honors@wcupa.edu; or Web, www.wcupa. edu/honors/. See pages 110-112 of this catalog for specific curriculum information.

Brandywine Ballet Program

West Chester University and the Brandywine Ballet offer a joint program: an undergraduate degree from WCU and a certificate in ballet from the Brandywine Ballet. This program allows students the opportunity to pursue a University degree with a broad educational emphasis while concurrently receiving advanced ballet training in a professional setting.

The certificate in ballet program is a rigorous, professional program that combines ballet training with a full-scale production each semester. The Brandywine Ballet engages professional faculty and choreographers to work with the students whose schedule includes a minimum of five company classes and 10 hours of rehearsal each week. All ballet training is conducted at Brandywine Ballet Company's state-of-the-art facilities in West Chester, located in close proximity to the West Chester University campus. Each semester will culminate in a full-scale, professional production of contemporary and classical ballet on the WCU campus in the Emilie K. Asplundh Concert Hall. Students enrolled in the certificate in ballet program may choose any undergraduate major at West Chester University.

Admission to the certificate in ballet program is a two-pronged process. Students must apply and be accepted to West Chester University through the normal application process and audition with the Brandywine Ballet for admittance into the certificate in ballet program. Individual auditions will be scheduled by appointment.

Total costs for the certificate in ballet program include standard West Chester University tuition and fees plus an additional fee for participation in the ballet

program. West Chester University offers both need- and merit-based scholarships. The Brandywine Ballet offers scholarships specifically applicable to the ballet program fees. Students seeking scholarships are encouraged to apply to the University early in the fall of their senior year.

For information on the Brandywine Ballet program contact Brandywine Ballet Company, Howard Business Park, 317 Westtown Road, Suite 5, West Chester, PA 19382; Box Office, 610-696-2711; Administrative Office, 610-692-6402; or fax, 610-696-0975.

General questions can be sent to info@brandywineballet.com.

International Education

Established in 1973, the Center for International Programs (CIP) assists in coordinating study abroad programs and provides essential services for international students, foreign scholars, and international faculty. The ofice is located in McKelvie Hall (102 Rosedale Avenue), Graduate Studies and Extended Education.

Students are encouraged to participate in semester or year-long study abroad programs as well as summer study abroad programs. The CIP hosts a Study Abroad Fair each fall in Sykes Student Union where students can meet representatives from study abroad programs all over the world. In addition, study abroad representatives visit campus during the spring semester. The schedule for these visits is available in the office at the beginning of the spring semester. The CIP offers semester, year-long, and summer study abroad programs. Information about study abroad is available on the Web, wcupa.abroadoffice.net.

All West Chester University immigration services are coordinated through the CIP. A variety of services such as Homeland Security - SEVIS (Student and Exchange Visitor Information System) compliance, orientation, and support services are provided for approximately 150 students and scholars from more than 50 countries.

Academic Development Program

The Academic Development Program (ADP) is designed to provide an opportunity for a college education at West Chester University to those students who do not meet current admission requirements but who show a potential for success in college. Students admitted to the program are expected to take advantage of the program components which have been developed to enhance their skills in reading, writing, speaking, mathematics, and critical thinking, as well as to help them in their transition from high school to college.

The ADP comprises a series of required courses supplemented by specialized tutoring, counseling, priority scheduling, and advising.

The program begins with an intensive, five-week session during the summer which students must complete. Any developmental course work taken during this time is credit-bearing, but these credits are not applicable toward graduation.

Students in the program also are required to complete EDR 100, SPK 208, and WRT 120, which should be taken as soon as possible. All of these courses satisfy University requirements for graduation. Students will be advised also on the completion of general education requirements and, as necessary, on the transition to a major course of study.

For further information, please contact the Academic Development Program, 222 Lawrence Center, 610-436-3274.

Assessment

The University takes seriously its commitment to excellence and student success, and therefore academic programs and student services regularly engage in assessment of student learning, student preparedness for employment, and student perceptions and satisfaction. All students are expected to participate in assessment of programs when requested in order to provide valuable feedback to the University community.

National Student Exchange Program

West Chester is one of approximately 180 participating colleges and universities across the United States and Canada that offers students the opportunity to spend a maximum of one year of study at another college or university. The exchange program enables students to experience a quarter, semester, or year at another university or college, yet not encounter complications such as transfer credits and out-of-state tuition. While encouraging students to experience and appreciate various cultural perspectives, the National Student Exchange Program also provides students with the opportunity to take advantage of specialized courses and programs that may not be available at West Chester.

To qualify for the program, students must be full time, have a 2.50 cumulative GPA, and should be a sophomore or junior during the period of exchange to ensure that students share experiences and insights with other students when resuming their studies at West Chester. Applications and further information are available from the National Student Exchange coordinator in the Office of the Registrar. Applications are due in February of each year. A nonrefundable fee is required of all students who apply for the National Student Exchange Program. For more information, contact the Office of the Registrar, 610-436-3085.

Pennsylvania State System Visiting Student Program

Undergraduate students enrolled in a degree program who have earned 27 credits and are in good academic standing have the opportunity to enroll as a visitor for a fall, spring, or summer term at any of the other 13 Pennsylvania State System of Higher Education institutions. The program allows students to take advantage of **specialized** courses, programs, or experiences **not available** at the home institution without losing (home) institutional residency. Advance approval from both the home and the host institutions is required. Visiting Student Program information is available at the Office of the Registrar, 25 University Ave., 610-436-3085.

Environmental Programs

Students interested in pursuing environmental degree programs may choose from those identified below. Consult the departments listed for details on these programs.

Ecology. Offered by the Department of Biology, this program provides a strong background in field biology and prepares students for careers as biologists in environmental agencies, industry, consulting firms, and similar organizations. (See page 71 for more information.)

Environmental Health. Offered by the Department of Health, this program synthesizes a rigorous scientific preparation with specialized, applied environmental courses and a required internship. Courses include topics such as industrial hygiene and safety, risk assessment, environmental regulations, water quality, emergency preparedness, bioterrorism, toxicology, and a research-based seminar. This degree program prepares graduates for careers as environmental scientists in consulting firms, industry, and government. This program is accredited by the National Environmental Health Science and Protection Accreditation Council (EHAC). (See pages 103-104 for specific program information.)

Pre-Professional Study

West Chester University recognizes that some students will select career goals that

will require pursuit of academic degrees after the baccalaureate, either in graduate school or at a professional school. Students with such goals are encouraged to discuss them with appropriate members of the faculty.

Pre-Medical. Students interested in graduate studies in one of the health professions (medicine, dentistry, veterinary medicine, optometry, podiatry, or physician assistant studies) are encouraged to apply for admission to the pre-medical program, which is supervised by members of the Pre-Medical Committee. More information about this program can be found under the pre-medical program listing in the section, "Programs of Study and Course Offerings."

Pre-Law. Students who are interested in exploring a career in law are encouraged to meet with the pre-law adviser early in their academic careers and to participate in the Pre-Law Society. Because no single major course of study guarantees admission to law school, students should take courses that sharpen their reading comprehension, critical thinking, analytical reasoning, research, and oral and written communication skills. These skills can be gained through courses across all disciplines. In addition to undergraduate academic performance (reflected in a student's grade point average), law school admissions officers consider a student's score in the Law School Admissions Test (LSAT) in making admissions decisions. Beyond these quantitative measures of academic potential, law school admissions officers will consider other nonquantitative factors, including a student's personal statement and letters of recommendation. The pre-law adviser is available to assist students in preparing all aspects of their application package. For more information, please contact Sandra M. Tomkowicz, J.D., associate professor and pre-law adviser, 312D Anderson Hall, 610-436-2365, or stomkowicz@wcupa.edu.

Engineering. West Chester University, in cooperation with The Pennsylvania State University at University Park and the Penn State Harrisburg campus, provides a program in which, at the end of five years, a student earns a B.S. in physics from West Chester University and a B.S. in engineering from Penn State University. Students spend three years at West Chester and two years at Penn State, taking only engineering-related courses. All mathematics, physics, cognates, and general education courses are taken at West Chester University. Students may choose from many fields of engineering, some of which are listed in the "Physics" section of this catalog. This program is not available to transfer students.

A similar dual-degree, cooperative physics/engineering program is available through West Chester University's affiliation with the School of Engineering and Textiles of Philadelphia University. This program is available to all freshman and to transfer students. Please contact the Department of Physics for further information on either of these cooperative programs.

Student WCU E-mail Accounts

All incoming students to West Chester University will be issued an official WCU e-mail address. Students are advised to check this e-mail account frequently since University administrators and faculty will be communicating information regarding classes, financial aid, billing, emergency announcements, and other important notifications. These e-mails will only be sent to a student's "wcupa.edu" e-mail account and **not** to any other personal e-mail address.

Academic Advising

West Chester University embraces the concept that effective academic advising is a collaborative teaching and learning process between the student and the faculty adviser. The Undergraduate Academic Advising Committee believes that effective advising should assist students in achieving their academic, professional, and personal goals. Faculty advisers will strive to provide accurate, timely, and current information, thus establishing the framework around which students will construct their academic program of study.

The University community – students, faculty, and staff – shares the responsibility for student success. Individual students need to take ownership and responsibility for their educational and career goals by assuming an active role in the classroom and being aware of policies and requirements necessary for graduation. The University is responsible for providing a supportive environment where students can receive quality academic advising and also be referred to other campus resources that will provide assistance and help students succeed.

Advising assignments are made by the academic department of the student's program of study. Students who are admitted to the University as "undeclared" are assigned an adviser through the Pre-Major Academic Advising Center (262 Lawrence Center, 610-436-3505). Students may find the name of their assigned academic adviser on their myWCU portal page. All students are strongly encouraged to meet with their academic adviser on a regular basis, at least once per semester.

Students who choose to pursue an academic minor will also be assigned an adviser in the minor. The minor adviser will assist the student in understanding the requirements of that particular program.

Pre-Major Academic Advising Program

The Pre-Major Academic Advising Center (PMAA) provides support to undergraduate students before their admission to an academic major. The assignment to PMAA either reflects the student's own choice or a designation by the University because (1) the student does not meet all of the preparation and/or academic requirements for a particular major, or (2) the academic major to which the student seeks entrance has reached its maximum enrollment for the academic year and/or semester. Students are encouraged to take prerequisite courses in their intended major and/or in a particular major program because of implied interests. Academic advisers assist students in interpreting University and department policies and requirements, and with selecting appropriate courses. Advisers make referrals and discuss vocational and career interests with undeclared students. Together, the adviser and student develop an educational plan of sound strategies for success.

Students should understand that certain academic programs require prerequisites for further study. If prerequisites are not taken during the period of study as an undeclared major, then University attendance is prolonged. A student may transfer into a program only if all of the following are met:

1. there is a vacancy in the desired program;
2. prerequisite courses are completed and/or the required GPA is attained; and
3. an approved "Change of Major" form has been filed in the Office of the Registrar.

The PMAA program is located in 262 Lawrence Center. For more information contact advising@wcupa.edu or 610-436-3505.

Learning Assistance and Resource Center

The Learning Assistance and Resource Center (LARC) strives to provide academic support services that help students become independent, active learners who

achieve academic success. The LARC offers tutoring services in most general education courses, such as mathematics, writing, natural sciences, social sciences, foreign languages, and introductory business. Tutoring sessions are 50 minutes long and are held by appointment only. Interested students register on a first-come, first-served basis and are assigned tutors depending on availability.

The LARC also offers supplemental instruction (SI) in several general education and high-risk courses. Additionally, the LARC holds refresher workshops in preparation for the Pre-Professional Skills Test (PPST) for prospective education majors. Workshops, including the Academic Success Workshop, demonstrating the application of learning strategies to the course content and seminars that influence learning, such as stress management, test anxiety reduction, assertiveness, concentration, and motivation, are available to student groups upon request. The LARC Web site (www.wcupa.edu/ussss/larc) includes information on available services, a list of courses being tutored, and links to helpful resources.

The LARC provides opportunities for paid practical experience for undergraduate and graduate students and requires participation in a comprehensive training program for new tutors, including seminars, workshops, on-line training, individualized projects, and peer observation. Tutors employed by the LARC acquire the knowledge and experience necessary to meet the requirements for certification by the College Reading and Learning Association.

The LARC is open Monday – Thursday from 8 a.m. to 7 p.m. and Friday from 8 a.m. to 4 p.m. For more information call 610-436-2535, e-mail larc@wcupa.edu, or visit 223 Lawrence Center.

Freshman Interest Groups

Freshman Interest Groups offer students a unique first-semester experience. Freshmen select to participate based on an area of special interest. Students in the program live on one wing of a residence hall and learn together in two specially selected learning communities courses. Freshman Interest Groups are open to students in any major. Each Freshman Interest Group focuses on a theme of interest such as "leadership," or "health and wellness," or is geared to a specific major. Some Freshman Interest Groups are designed especially for students who commute or who are undecided about their major. New programs are being developed every year. The program offers students opportunities to participate in special trips and events, to develop close relationships with other students, and to gain greater familiarity with University faculty and staff. Freshman Interest Groups help ease the transition from high school to college by creating a small group experience within the larger university. For more information contact FIGs@WCUPA.EDU, 610-436-3416, or visit the Web site at www.wcupa.edu/ussss/figs/.

Services for Students with Disabilities

The Office of Services for Students with Disabilities (OSSD) offers services for students with physical and learning disabilities. The OSSD is designed to assist students in making a successful transition to the University. The office takes a proactive stance that encourages students to understand their needs and strengths in order to best advocate for themselves.

West Chester University recognizes that some students with disabilities want minimal assistance while others require the full range of support and services. The staff of the OSSD supports students as they become more self-reliant by emphasizing their knowledge and communication skills and the understanding of their rights and obligations under the laws. To facilitate successful transition a comprehensive assessment of needs is recommended through this office.

The OSSD provides advocacy with faculty for classroom accommodations under the requirements of Section 504 and the Americans with Disabilities Act. Recent, appropriate, and comprehensive documentation provided by licensed professionals must accompany requests for accommodations.

The OSSD coordinates provision of direct services for students with disabilities through support staff in the research and technical areas of the University. The office also advocates in the readmission procedure, with the offices of Financial Aid and the Registrar, and supplement advising services to the extent that the information or assistance is disability related and necessary to promote student access.

The OSSD is located within the Undergraduate Studies and Student Support Services Division and coordinates services with other units within the division, such as the Learning Assistance and Resource Center and the Pre-major Academic Advising Center, as well as other University offices including the Writing Center and the Office of Residence Life and Housing. In order to ensure continuity of services, students should pursue such actions prior to enrollment. Students needing financial support for personal services or interpreters should register with the appropriate agency at least six months in advance of matriculation. The policies and procedures used by the OSSD are contained in the West Chester University *Handbook on Disabilities,* which is available in the OSSD.

Office of Services for Students with Disabilities, 223 Lawrence Center, 610-436-2564.

Services Provided for Students with Disabilities

- Academic coaching
- Special summer orientation
- Specialized tutoring in English and math
- Central documentation file
- Optional comprehensive needs assessment
- Advocacy with faculty
- Alternative test-taking arrangements
- Academic advising
- Priority registration
- Note-taking support
- Study skills tutoring
- Alternate formatting assistance (e.g., Recordings for the Blind, Inc.)
- Adaptive technology
- Readers for visually impaired students
- Interpreters for deaf students
- Referrals for LD testing
- Peer support
- Students with Disabilities Association

ADA Classroom Accommodations Appeals Procedure

Notification of Classroom Accommodations

For a student with a documented disability requesting classroom accommodations, the Office of Services for Students with Disabilities (OSSD) will issue a copy of a letter of accommodation for the student to present to the faculty member of the course. This accommodation letter will inform the faculty member of the student's specific academic needs. It is the responsibility of the student to present the letter of accommodation to the faculty member. Students with disabilities are held to the same academic standards as all other students. Faculty members are not required to provide accommodations prior to or retroactive from the date an accommodation

letter is presented. Faculty members should contact the OSSD if they have questions about the accommodations outlined.

Appeals Regarding Classroom Accommodations

The University provides for an appeals process regarding classroom accommodations. Any and all efforts will be made with the understanding that a timely resolution is in the best interest of all parties involved. While an appeal is under review, the student is expected to attend classes and do assignments to the best of his/her ability and faculty members are expected to provide reasonable classroom accommodations to the best of their abilities. While an appeal is under review, the student and the faculty members of his/her courses are expected to make good faith efforts toward reasonable classroom accommodations and engage in the educational process. An appeal reviewed under this policy does not alter or interfere with the student's right to file a complaint of discrimination on the basis of a disability with the University's Office of Social Equity or to pursue a formal complaint with the Pennsylvania Human Relations Commission or the U.S. Department of Education, Office of Civil Rights.

A. If a student has concerns with the determination of accommodations by the OSSD, the student and the director of OSSD should first meet in order to resolve the matter. If they do not reach agreement, the student may initiate a formal appeal by contacting in writing the associate provost (for undergraduate students) or the graduate dean (for graduate students) (see section C).

B. If a faculty member has concerns about the application of the accommodations to his or her course and/or a student feels the accommodations are not being adequately implemented, the student and the professor should meet in order to resolve the problem. If these efforts are unsuccessful, either the faculty member or the student may request informal resolution through OSSD.

   1. The student and/or the faculty member informs both OSSD and the chair of the department of the course within two work days following the meeting between the faculty member and the student about unresolved concerns for accommodations in the course.
   2. Within one week after being informed of the concerns, OSSD will coordinate a meeting of the student, faculty member, and/or chair in an attempt to achieve a resolution by meeting with the student and/or faculty member. During this meeting, with the consent of the student, OSSD may further advise the faculty member of the student's individual needs and the appropriateness of any recommended accommodations.

C. If resolution is not accomplished after informal meetings between OSSD, the student, faculty member, and chair, a formal appeal may be started. Either the faculty member or the student may initiate the formal appeal by contacting OSSD in writing; as appropriate, the associate provost or the graduate dean will then be notified. The formal appeal will proceed as follows:

   1. Within the two weeks following the initiation of the formal appeal, a Classroom Accommodations Review Panel will meet. If the student involved is an undergraduate, the associate provost will convene the panel. If the student is a graduate student, the graduate dean will convene the panel. The panel will consist of a dean of a school or college, a faculty member, and a student, each of whom will be from outside the department than the one in which the problem arose and selected from respective pools of individuals who have received training in ADA law and procedures; the dean shall serve as panel chair. Panel members will be informed in writing by the associate provost or dean of Graduate Studies at least a week in advance of the date, time, and place that the panel will be convened.
   2. At the proceedings of the panel, the representative of OSSD will present to the panel relevant information about the nature of the student's disability and appropriate accommodations. Because this information is confidential, the student's consent to the disclosure of the information must be obtained beforehand. In order to protect matters which are confidential, the panel may, upon its own motion or upon the request of any involved party, hear statements in private without the other parties being present.

      If the situation involves a challenge to the OSSD director's denial of a requested accommodation, the OSSD shall present information and documentation showing why such an accommodation is inappropriate.

      If the dispute is related to the application of a accommodation in a particular course, the faculty member shall then present to the panel his or her concerns about the accommodation and shall have the opportunity to present any information or documentation that the faculty member believes is relevant. The panel may request that the chairperson of the academic department in which the dispute arose, or other faculty members who teach the same course, present any concerns that they may have regarding how the accommodations might create a fundamental alteration in the nature of the course.

      The student shall have the opportunity, but shall not be required, to make a statement to the panel and to present any information or documentation which the student believes is relevant.

      The Office of Social Equity will be available to the panel for consultation on an "as needed" basis.
   3. It shall be the function of the panel to make a recommendation to the provost concerning the appropriateness of the requested accommodations and/or a revision of the accommodations. The panel shall deliberate immediately following the meeting and shall render its recommendation by majority vote. The decision and any dissenting opinions of the panel shall be sent in writing to the provost within three work days by the panel chair.
   4. The provost shall review the recommendation of the panel and render a final decision on the matter in writing to the student, the faculty member, and the OSSD director within one week after receiving the panel's recommendation.

Internships

A number of departments offer the opportunity for internships, field experiences,

or practica in which students may earn credit while gaining professional experience in their field of interest. Students need to consult with their department and review the various department listings in this catalog.

Three University-wide internship opportunities are open to students from any major: **The Harrisburg Internship Semester (THIS)** is a full-semester, 15-credit experience in Pennsylvania state government. It is open to any junior or senior who has a minimum GPA of 3.5. A stipend is involved. (See Department of Political Science, HBI 400, 401, 402.) **The Washington Center Internships** are 15-credit experiences with the U.S. Congress, Executive Branch, interest groups, and lobbies. The Pennsylvania House of Representatives Legislative Fellowship Program, open to all junior/senior students with a minimum GPA of 3.5, involves committee staff assignments in policy development and a stipend. All three programs are administered by the Department of Political Science; contact the chair at 610-436-2743.

Summer Sessions

West Chester University's summer program, among the oldest university-sponsored summer programs in the United States, has one of the largest enrollments in the State System of Higher Education. More than 600 courses, both graduate and undergraduate, are offered, including workshops, seminars, and internships, as well as the typical semester classes. Offerings are generally available in every department and in interdisciplinary areas.

Students from any college or university, as well as nontraditional students, may take courses for enjoyment, personal growth, or degree credit. The summer program runs for 13 weeks (two five-week sessions and a three-week post session), and a student can earn up to 14 credits during the summer sessions.

Nondegree Students

Nondegree is an academic term for "not formally accepted in a degree program." Students often begin their college careers by taking classes nondegree, for personal and professional growth.

Nondegree students take the same courses as everyone else and earn the same college credit. Students may earn a total of 18 credits (usually about six courses) as a nondegree student. **After earning 18 credits, students need to apply for admission if they wish to continue.** College graduates can take as many courses as they want.

Nondegree students can take a maximum of nine credits each semester.

Students may be considered for nondegree status if they

- graduated from high school (or received a GED) three or more years ago;
- have less than 30 credits from another college or university with at least a 2.0 cumulative grade point average (GPA);
- have earned a college degree and want to take courses for professional or personal development;
- are a high school student with a letter of recommendation from their guidance counselor or principal.

The University recognizes and awards credit for life-learning experience that can accelerate a student's degree. The Office for Adult Studies advises students on how to earn college credit for their learning experience through three available options:

- Credit by Examination (contact the Registrar's Office)
- Portfolio Development
- College Level Examination Program (CLEP)

Students may use any combination of these options and progress at their own pace.

Nondegree students may take advantage of all services offered by the University including

- Internet registration
- Payment plans
- Daytime childcare
- Career and personal counseling

For additional information, contact the Office of Graduate Studies and Extended Education at 610-436-1009 or e-mail adultstudy@wcupa.edu.

Post-Baccalaureate Teacher Certification

Individuals who are interested in post-baccalaureate teacher certification, at either the undergraduate or graduate level, should contact the Office of Graduate Studies and Extended Education for admissions materials. Applicants will be referred to the appropriate faculty adviser(s) for completion of the Approved Program of Studies form.

Veterans Affairs

Under the provisions of Title 38, West Chester University is an accredited university for the education of veterans. The University cooperates with the Veterans Administration to see that honorably separated or discharged veterans receive every consideration consistent with either degree or nondegree admission standards.

All veterans, certain dependents of disabled or deceased veterans, and war orphans who wish to obtain educational benefits under the appropriate public laws must register with the office overseeing veterans affairs at initial registration. Veterans must renew their registration with this office at the beginning of each subsequent semester and each summer session. The Veterans Administration requires students who are veterans to schedule at least 12 semester hours per semester in order to receive full benefits under the GI Bill.

Certification for Veterans Administration benefits is administered by the Office of Financial Aid, 25 University Ave, 610-430-4197.

Armed Services Programs

Army Reserve Officers' Training Corps (ROTC) is available through a cross-enrollment agreement with Widener University. **Students generally take the first two years of classes on West Chester University's campus and upper-level courses at Widener University.** Students receive from 1.0 to 3.0 free elective credit hours per course (maximum 12 credit hours) towards their baccalaureate programs.

West Chester students also may enroll in the **Air Force Reserve Officers' Training Program (AFROTC)** through an agreement with Saint Joseph's University. **All aerospace studies courses are held on the Saint Joseph's University campus**, and these courses earn transfer credit at WCU.

The University, with the approval of the Council of Trustees, permits West Chester University students enrolled in the **Armed Services Reserve Officer Candidate Program (ROC)** to receive six semester hours of baccalaureate credit upon successful completion and certification of ROC military requirements. These credits are classified as free elective transfer credits. Depending on the status of the student's program at the time of ROC credit transfer, these credits will be counted toward, or in excess of, the 120 credits required for a baccalaureate degree.

ROC programs are contingent on successful completion of a military requirement during vacation and the awarding of a college degree before being granted the service commission.

Graduate Studies

West Chester's graduate programs offer study opportunities leading to the master

of education, master of arts, master of science in administration, master of science in nursing, master of business administration, master of public health, master of science, master of social work, and master of music degrees. West Chester schedules its graduate courses in the late afternoon and evening during the fall and spring semesters. It is possible to pursue full-time graduate study during the academic year and during summer sessions.

Administration
M.S.A. (Concentrations: Human Resource Management, Individualized, Leadership for Women, Long-Term Care, Nonprofit Administration, Public Administration, Regional Planning, Sport and Athletic Administration, and Training and Development)
Certificates in Administration; Gerontology; Human Resource Management; Leadership for Women; and Nonprofit Administration

Anthropology/Sociology
M.S.A. (Concentration: Long-Term Care)
Certificate in Gerontology

Biology
M.S. Biology (thesis and nonthesis)

Business
M.B.A. (Executive, General Business)
Certificate in Business

Communication Studies
M.A. Communication Studies

Communicative Disorders
M.A. Communicative Disorders

Computer Science
M.S. Computer Science
Certificates in Computer Science; Computer Security; Information Systems; Web Technology

Counselor Education
M.Ed. Elementary School Counseling
M.Ed. Secondary School Counseling
M.S. Higher Education/Post-Secondary Counseling/Student Affairs
Certificate in Professional Counseling Licensure Preparation
Specialist I Certificate in Counseling (Elementary or Secondary)

Criminal Justice
M.S. Criminal Justice

Early and Middle Grades Education
M.Ed. Early Childhood Education
M.Ed. Elementary Education (Concentration: Applied Studies in Teaching and Learning)
Certification in Early Childhood Education
Certification in Elementary Education
Certificate of Advanced Graduate Study

English
M.A. English (thesis and nonthesis; concentrations in Creative Writing; Literature; and Writing, Teaching, and Criticism)

Geography and Planning
M.A. Geography
M.S.A. (Concentration: Regional Planning)
Certificate in Geographic Technology

Geology and Astronomy
M.A. Geoscience (Concentration: Earth Sciences)

Health
M.Ed. School Health
M.P.H. Public Health
Certification in Health
Certificates in Emergency Preparedness; Health Care Administration; Integrative Health

History
M.A. History
M.Ed. History

Holocaust and Genocide Studies
M.A. Holocaust and Genocide Studies
Certificate in Holocaust and Genocide Studies

Kinesiology
M.S. Physical Education (Concentrations: General Physical Education, Exercise and Sport Physiology)
M.S.A. (Concentration: Sport and Athletic Administration)

Languages and Cultures
M.A. French
M.A. Spanish
M.Ed. French
M.Ed. Spanish

Leadership for Women
M.S.A. (Concentration: Leadership for Women)
Certificate in Leadership for Women

Literacy
M.Ed. Reading
Certification as a Reading Specialist
Certificate in Literacy
Certificate in Literacy Coaching

Mathematics
M.A. Mathematics (Concentrations: Mathematics, Mathematics Education)
M.S. Applied Statistics
Certification in Mathematics
Certificate in Applied Statistics

Music
M.A. Music History
M.M. Music Education
M.M. Music Performance
M.M. Music Theory/Composition
M.M. Piano Pedagogy
Certification in Music Education
Certificates in Kodaly Methodology, Music Education, Music Technology, Orff-Schulwerk, Piano Pedagogy, 21st Century Music

Nursing
M.S.N.
Certification in School Nursing
Certificate in Nursing Education

Philosophy
M.A. Philosophy (Concentration: Applied Ethics)
Certificate in Business Ethics
Certificate in Healthcare Ethics

Political Science
M.S.A. (Concentration: Public Administration)

Professional and Secondary Education
M.Ed. Secondary Education
Certification in Secondary Education
Certificate in Education for Sustainability
Certificate in Entrepreneurial Education
Certificate in Teaching and Learning with Technology

Psychology
M.A. Clinical Psychology
M.A. General Psychology
M.A. Industrial/Organizational Psychology
Certificate in Clinical Mental Health

Public Administration
M.S.A. (Concentration: Public Administration)

Social Work
M.S.W. Social Work

Special Education
M.Ed. Special Education
Certification in Special Education
Certificate in Autism

Teaching English as a Second Language
M.A. Teaching English as a Second Language
Certificate in Teaching English as a Second Language

Women's and Gender Studies
Certificate in Leadership for Women

The following departments and interdisciplinary areas offer graduate courses, but no graduate degree: Anthropology and Sociology, Art, Linguistics, Theatre Arts, and Women's Studies.

Scholarly Publications

College Literature is an international, quarterly journal of scholarly criticism dedicated to the needs of college/ university teachers; it provides access to innovative ways of studying and teaching new bodies of literature and experiencing old literatures in new ways. Kostas Myrsiades of the Department of English serves as editor.

Journal of the Hellenic Diaspora is a semiannual, international scholarly review focusing on the Greek experience of the 19th and 20th centuries, published by Pella Publishing Co. of New York. Kostas Myrsiades, Department of English, serves as co-editor.

Aralia Press

This nationally renowned literary fine press, located in 509 Francis Harvey Green Library, gives students hands-on experience in the publishing field through traditional book production.

Poetry Center

The West Chester University Poetry Center hosts the annual West Chester University Poetry Conference (the largest annual poetry gathering in America), sponsors the University's Poet-in-Residence program, presents poetry readings throughout the year, and collaborates on poetry and music concerts with the College of Visual and Performing Arts. The center also oversees national and regional poetry awards under the auspices of the Iris N. Spencer Poetry Awards. The center is located in the WCU Poetry House, and Dr. Kim Bridgford, Department of English, becomes the director in August 2010.

Degree Requirements

GENERAL INFORMATION

Responsibility

The ultimate responsibility for satisfying all graduation requirements is the student's. Faculty academic advisers are expected to provide accurate, helpful information to students, and students are expected to be knowledgeable about the academic policies and procedures governing the completion of their degrees. The student and faculty adviser are expected to consult with each other regularly. Under West Chester University's advising program, all students have faculty advisers, appointed through their major departments, who counsel them on academic matters throughout their undergraduate years. Students who have not yet declared a major are advised by the Pre-Major Academic Advising Center. Students need to meet with their advisers before registration periods to discuss course enrollment and be given access to online registration.

West Chester University faculty, staff, and students must activate and maintain regular access to University-provided electronic mail accounts AND are responsible for accessing electronic mail to obtain official University communications. **Failure to access the electronic mail account will not exempt individuals from associated responsibilities and liabilities.**

Applicable Catalog Year

The West Chester University Undergraduate Catalog is produced annually in print and online versions. Regardless of the method of distribution, the catalog in effect for a student's year of admission dictates the general education requirements that the student must follow. Students are bound by the major, minor, and cognate requirements in the catalog for the academic year for which they are accepted into the major or minor. In some instances, accrediting, certification, and/or Pennsylvania State System of Higher Education (PASSHE) standards necessitate the change in major, minor, and cognate requirements. In such situations, the respective college will formally inform each student that he or she must meet the new requirements. Readmitted students are bound by the requirements in place for general education at the time of readmission. Major, minor, and cognate area requirements are also bound at the time of readmission, except where permission is granted by the respective department.

Dual Degrees and Majors

Students are permitted to pursue dual majors under the same degree or dual degrees with the concurrence of the participating departments. (See "Dual Degrees" and "Double Majors" in the "Academic Policies and Procedures" section of this catalog.)

Basic Proficiency

Students who do not demonstrate basic proficiency in English or mathematics may be required to take 000-level courses as prerequisites of their degree programs. These courses do not count towards graduation.

REQUIREMENTS FOR THE BACCALAUREATE DEGREE

1. Satisfactory completion of a **minimum of 120 semester hours at or above the 100 level,** distributed as shown in the curriculum for the student's major field. NOTE: Some education programs will require more than 120 credits for degree completion. These programs are given within the department's pages in this catalog.
2. Achievement of a cumulative grade point average (GPA) of at least 2.000 (C) and an average of at least 2.000 (C) in the major field.
3. Attendance at West Chester University for at least 30 semester hours of the degree program, normally the final 30 semester hours of the degree program.
4. Fulfillment of any special requirements or program competencies that are particular to a department or a school.
5. Fulfillment of all financial obligations to the University, including payment of the graduation fee, and of all other obligations, including the return of University property.
6. Compliance with all academic requests, including filing an application for graduation in the Office of the Registrar.

BACCALAUREATE GENERAL EDUCATION REQUIREMENTS

The General Education Goals Common to All Baccalaureate Curricula

A broad education emphasizes the enhancement of oral and written communications skills and mathematics, and encompasses experiences in the humanities; the social, behavioral, and natural sciences; and the arts. At the same time, this education must be versatile because of the many new courses and areas of study that are constantly becoming available. At West Chester University, the general education program is designed to provide students with the knowledge, perspectives, and competencies expected of them as citizens of the state and of the world. The University believes that a liberal education base will prepare students to think and communicate as professionals, to understand social and global contexts of their lives, to transfer knowledge and skills from one setting and carried to another, to recognize ethical implications of professional practice, and to balance the various dimensions of their personal and professional lives. Therefore, West Chester University strives to give students the abilities to

1. communicate effectively,
2. employ quantitative concepts and mathematical methods,
3. think critically and analytically,
4. demonstrate the sensibilities, understandings, and perspectives of a person educated in the liberal-arts tradition,
5. respond thoughtfully to diversity, and
6. make informed decisions and ethical choices.

Policy on General Education Requirements

Students, both those matriculating as freshman and transfer students, who have not completed the academic foundations requirements in mathematics and English by the time they have earned 60 credits toward graduation must have the permission of the dean of their school or college (or his or her designee) to schedule additional courses.

A total of 48 semester hours of general education requirements must be completed for a baccalaureate degree. Those 48 credits are allocated among English composition, mathematics, diverse

communities, communication, science, behavioral and social sciences, humanities, the arts, interdisciplinary studies, and student electives. Credit requirements for each area are provided in the following list. **NOTE: Except for the nine student elective semester hours under Category IV, courses taken to satisfy general education requirements may not be taken pass/fail.** This includes courses taken to satisfy interdisciplinary, diverse community, and writing emphasis general education requirements. **Readmitted students are bound by the requirements in place for general education at the time of readmission.**

Specific general education courses may be required by a major or minor program, but no course may have its numeric credits duplicated in any application. A student may use the course from one major to meet the requirements of the second major. In this case, the adviser will work with the student to determine which course(s) should be used to address any remaining credits. **But in no case may a student graduate with fewer than 120 credits at the 100 level or above.** Students should be aware that, although general education requirements have been met, major degree requirements may necessitate a specific minimum performance level in general education courses, e.g., a grade of C- or better.

Following is an example of a general education course that also fulfills program requirements: BIO 110 is a biology requirement and serves as a general education option.

Consult your major degree program for guidance.

Students in the Honors College should consult pages 110-112 concerning general education requirements.

General Education Components — 48 semester hours

I. Academic Foundations — 18 semester hours

A. English Composition (6 semester hours)
WRT 120, and one of the following: WRT 200, or 204, or 205, or 206, or 208, or 220

Policy for placement in English composition courses: Placement in the appropriate composition course is determined by the score on the SAT Writing Exam and AP test scores. **If a student scores 620 or higher on his/her SAT, he/she does not have to take WRT 120.** Students who are placed in English Q20 may choose to take the basic Writing Challenge Exam (administered by the Department of English during the summer prior to the arrival of freshmen) to determine whether or not they are appropriately placed. A student who places into and passes WRT 200 or above is not required to take WRT 120. The student, however, must still complete a minimum of 120 credits to graduate. The SAT scores used for placement are reviewed each year and adjusted at times to make sure writing placements are functioning to maximize student success at the University. A student enrolled in ENG Q20 must pass with a grade of C- or better before he/she enrolls in WRT 120. **IMPORTANT:** Credits earned in ENG Q20 are computed in the student's GPA. However, these credits will not be counted as part of the 120 college-level credits required for graduation. **All students who do not place out of WRT 120 must take and pass WRT 120 as well as WRT 200 (or WRT 204, 205, 206, 208, or 220) to graduate, and no substitution of other courses satisfies this requirement. A student who fails this course after three attempts will be dismissed immediately following the third failure regardless of GPA.**

B. Mathematics (3 semester hours)
College-level mathematics course designated by the student's major department.

Policy for placement in mathematics: Placement in the appropriate mathematics course is determined by the student's math SAT score or performance on the Mathematics Placement Examination administered by the Department of Mathematics. All entering freshmen other than those specified below, with a math SAT score at 430 or below, are placed in MAT Q01. Students with a math SAT at 440, 450, 460, or 470, or who passed MAT Q01 with a grade of at least C- are placed in MAT Q00. Students with a math SAT 480 or higher may enroll in any of the general education mathematics courses. The following pertains to students planning on taking MAT 161 Calculus I. If their math SAT is 480 - 580 inclusive, they are placed in MAT 110, pre-calculus. If their math SAT is 590 or higher, they are placed in MAT 161. The following pertains to students in early grades preparation and middle grades preparation. If their math SAT is 470 or less, they are placed in MAT Q01 and must pass the course with a grade of C- before enrolling in MAT 101, Mathematics for Teachers of Children I. If their math SAT is 480 or higher, they are placed in MAT 101. IMPORTANT: Credits earned in MAT Q00 or Q01 are computed in the student's GPA. However, these credits will not be counted as part of the 120 college-level credits required for graduation.

C. Public Speaking (3 semester hours)
One communication course will be required of all WCU students.
Choose from the following:
SPK 208 or 230

NOTE: WCU will continue to accept transfer equivalencies for SPK 101 and 216 as the public speaking general education requirement, provided the student successfully completed the course at an accredited institution prior to fall 2006.

D. Diverse Communities (3 semester hours)
Effective for all students entering fall 2002 and after, one diverse communities course will be required of all WCU students. Embracing the goal of graduating students who are committed to creating a just and equitable society, Diverse Community courses (or "J" courses) focus on historically marginalized groups and are framed by theories that lend understanding to the analysis of structural inequities. They seek to foster an informed and reasoned openness to an understanding of difference. The requirement for a diverse communities course may be fulfilled by any approved course with a "J" designation in the course schedule. Approved diverse community courses are indicated by a J sign in the catalog course description. *A diverse communities course may simultaneously fulfill another degree requirement or distributive requirement in general education if it has the same prefix as those in the science, behavioral and social sciences, humanities, or arts categories within the distributed requirements. (For example, PSC 301 could count as a course within the behavioral and social sciences category.) If a "J" course is used to fulfill one of the distributive area require-*

ments, general education student electives increase from nine to 12 credits as needed to reach 48 general education credits and 120 credits for graduation. At no time can any course substitute within the academic foundations area. No single course may fulfill the "I" and "J" requirements.

NOTE: A diverse communities course may only transfer to WCU if the course from a student's prior institution has been submitted to and approved by the Diverse Communities Committee of the Curriculum and Policies Committee (CAPC). Students must file a petition to transfer this type of course with the Office of the Special Assistant for Academic Policy.

E. Interdisciplinary Requirement (3 semester hours)
One interdisciplinary course will be required of all WCU students. This course, regardless of the academic department that offers it, places the emphasis on the relationship among three or more disciplines, requiring the student to think critically. The student will synthesize and/or integrate the disciplines in the investigation of a concept, culture, or idea resulting in a student who demonstrates the attributes of general education Goal 4 (able to demonstrate the sensibilities, understandings, and perspectives of a person educated in the liberal-arts tradition.) Interdisciplinary courses may be fulfilled by any approved course with an "I" designation in the course schedule. Approved interdisciplinary courses are indicated by the symbol **I** in the catalog course descriptions. Because interdisciplinary courses are, by design, treatment of a subject from different disciplines, interdisciplinary courses may **not** be used to fulfill a general education requirement in the distributive areas (science, behavioral and social sciences, humanities, the arts). In addition, a course may not simultaneously satisfy the interdisciplinary and diverse communities requirements.

II. Distributive Requirements **21 semester hours**
Note: Interdisciplinary courses are, by design, treatment of a subject from different disciplines; interdisciplinary courses may not be used to fulfill a general education requirement in the distributive areas (science, behavioral and social sciences, humanities, and the arts).

A. Science (6 semester hours)
Select courses from at least two of the following areas. Courses must be selected from outside the student's major department. Recommended courses are listed below:

1. Biology—BIO 100 or BIO 110
2. Chemistry—CHE 100, CHE 103, CHE 104, or CHE 107
3. Computer Science—CSC 110, CSC 115, or CSC 141
4. Earth Science—ESS 101, ESS 111, or ESS 170
5. Physics—PHY 100, PHY 105, PHY 130, PHY 140, PHY 170 or PHY 180

B. Behavioral and Social Sciences (6 semester hours)
Select courses from at least two of the following areas. Courses must be from outside the student's major department. Recommended courses are listed below:

1. Anthropology—ANT 102 or ANT 103
2. Psychology—PSY 100
3. Sociology—SOC 200 or SOC 240
4. Economics—ECO 101, ECO 111, or ECO 112
5. Geography—GEO 101 or GEO 103
6. Government—PSC 100, PSC 101, or PSC 213

C. Humanities (6 semester hours)
Select courses from at least two of the following areas. Courses must be selected from outside the student's major department. Recommended courses are listed below:

1. Literature—LIT 100, LIT 165, CLS 165, CLS 260, or CLS 261
2. History—HIS 100, HIS 101, HIS 102, HIS 150, HIS 151, or HIS 152
3. Philosophy—PHI 100, PHI 101, or PHI 180

D. The Arts (3 semester hours)
Any courses in the following areas: art, film/cinematography, dance, music, photography, and theatre.

III. Student Electives 9 semester hours
Students are encouraged to choose electives in consultation with their major adviser.

Courses taken to satisfy the distributive area of general education requirements and the courses taken to satisfy the diverse communities, interdisciplinary, or writing emphasis requirements may not be taken pass/fail.

All students are encouraged to complete the above program in their first two years at West Chester.

Additional Baccalaureate Requirements

IV. Writing Emphasis Courses 9 semester hours
The rationale for writing emphasis courses is that writing is integral to all academic learning in liberal and professional studies. These courses are not foundational; they are intended to enhance. The University regards writing as much more than a set of basic language skills. Syllabi for writing emphasis courses shall clearly state that improving the student's writing abilities is an objective of the course and specifically indicate the percentage of the final course grade that is derived from writing assignments. Writing emphasis courses will provide the student with both formal and informal writing opportunities, direct classroom instruction in the techniques of composition, and at least one opportunity to review written work with feedback from the instructor. The University curricula provide for

1. *writing-emphasis courses each semester* in traditional liberal studies (for example, English literature, history, anthropology, sociology, chemistry, and physics) and in professional studies (for example, criminal justice, early childhood education, nursing, and public health); and
2. *a general requirement that all students must take three of these writing emphasis courses*, in addition to English composition.

All students who take their entire general education program at West Chester University must complete at least three approved writing emphasis courses that total at least nine credits. All transfer students who enter with fewer than 40 credits must complete at least three approved writing emphasis courses for a total of at least nine credits at West Chester University. Transfer students who enter with 40-70 credits must take at least two writing emphasis courses that total at least six credits. Students who transfer more than 70 credits must take at least one writing emphasis course and at least three credits. All students entering the University fall 2002 and later (native or transfer) must take three credits

of writing emphasis at the 300-400 level. **Current students will be exempt through May 2011 graduation.**

WRT 120, 200, 204, 205, 206, 208, or 220 do not count as writing emphasis courses. Each writing emphasis course may simultaneously fulfill another degree requirement.

NOTE: Writing emphasis courses may not be transferred to WCU.

Approved Diverse Communities Courses

ANT	321	American Indian Today
ANT	347	The Culture of Cities
CLS	165	Introduction to World Literature
CLS	203	African Studies
CLS	258	Women's Literature I
CLS	259	Women's Literature II
CLS	260	World Literature I
CLS	335	Latino Literature in the U.S.
COM	250	Intercultural Communication
CRJ	360	Race, Ethnicity, and Criminal Justice
ECE	407	Diversity Perspectives in Early Childhood Education
EDA/EDE	230	Inclusive Classrooms
EDA/EDR	341	Inclusion and Reading in the Content Area
EDE	352	Self Group Processes in Diverse Classrooms
ENG/LAN	382	Teaching English Language Learners (ELL's) PK-12
ESP	324	Latinos in the U.S.
ESP	333	Latina Writing
ESP	335	Latino Literature in the U.S.
GEO	204	Introduction to Urban Studies
GEO	312	Urban Geography
HEA	110	Transcultural Health
HIS	130	Religion in the United States
HIS	351	Women in America
HIS	362	Violence in America
HIS	373	African-American History
HIS	424	World Communism
HON	312	Education Systems and Social Influence
KIN	246	Sport, Culture, and Society
KIN	254	Psychosocial Aspects of Physical Disabilities
KIN	380	Women and Sport
LIN	211	Language Communities in the U.S.
LIT	303	Introduction to Multiethnic Literature
MHL	125	Perspectives in Jazz
MUE	332	Music Methods and Materials II
NSG	109	Health Issues of Women
NTD	200	Nutrition and Culture
PHI	180	Introduction to Ethics
PHI	373	Business Ethics
PHI	390	Women and Religion
PSC	101	The Politics of Diversity in the U.S.
PSC	301	Gender and Politics
PSC	323	The Politics of Race, Class, and Gender
PSC	340	Latin American Cultures
PSC	343	Culture and Politics of Asia
PSY	120	Multicultural Psychology
PSY	448	Field Experience in Psychology III
PSY	449	Field Experience in Psychology IV
SCE	350	Science Education in Secondary School
SWO	225	Race Relations
SWO	351	Human Behavior in Social Environment II
THA	250	Race and Gender in American Theatre
WOS	225	Women Today: An Introduction to Women's Studies
WOS	250	Women's Self-Reflections in Writing, Art, and Music
WOS	276	Sexual Identity and Culture
WOS	305	Intellectual Roots of Western Feminism
WOS	315	Third-World Women
WOS	335	Gender and Science
WRH	210	Multicultural Writing

Approved Interdisciplinary Courses

ACC	300	Fraud Examination for Managers
AMS	200	American Civilization
AMS	210	Mass Media and Popular Culture
AMS	250	Myths and Modernization
BIO	102	Humans and the Environment
CLS	201	Classical Mythology in the 20th Century
CLS	270	Life, Death, and Disease
CLS	329	Gender and Peace
CLS	352	Modernity/Postmodernity
CLS	368	Culture, Myth, and Society
CLS	371	Law, Literature, and Communication
COM	340	Political Communication
ECO	344	American Economic Experience
EDF	300	Democracy and Education
EFR	220	French Civilization (in English)
EGE	322	German Civilization (in English)
EGE	323	Austrian Civilization, 1848-1938
ENG	215	Views on Literacy
ENV	102	Humans and the Environment
ERU	309	Soviet Russian Culture (in English)
ESP	319	Civilization of Spain (in English)
ESP	300	Latin-American Culture and Civilization (in English)
ESP	324	Latinos in the U.S.
ESP	362	New World: America
ESS	102	Humans and the Environment
GEO	204	Introduction to Urban Studies
GER	321	German Civilization (in German)
HIS	302	Modern India
HIS	306	Chinese Civilization
HIS	308	An Introduction to the Islamic World
HIS	323	Austrian Civilization
HIS	329	Gender and Peace
IND	401	Applied Environmental Science
KIN	246	Sport, Culture, and Society
LIN	330	Introduction to Meaning
LIT	162	Literature of the Apocalypse
LIT	250	Victorian Attitudes

LIT	309	Martin Luther King
LIT	329	Medieval Women's Culture
LIT	370	Urbanism and Modern Imagination
MAT	301	The Scientific Revolution
MHL	201	Form and Style in the Arts
MHL	301	Music and the Related Arts
NSG	222	Transcultural Health Delivery
PHI	102	Introduction to Religious Studies
PHI	174	Principles of the Arts
PHI	330	Introduction to Meaning
PHI	371	Biomedical Ethics
PSC	304	Introduction to Urban Studies
PSC	318	International Political Economy
SCB	210	The Origin of Life and the Universe
SMD	210	Psychological Perspectives of Sport/Recreational Injuries
SOC	349	Perspectives on Mental Illness
SSC	200	Introduction to Peace and Conflict Studies
SSC	201	Global Perspectives
SWO	225	Race Relations
WOS	225	Women Today: An Introduction to Women's Studies
WOS	250	Women's Self Reflections in Writing, Art, and Music
WOS	276	Sexual Identity and Culture
WOS	315	Third-World Women
WOS	329	Gender and Peace
WOS	335	Gender and Science
WOS	350	Lesbian Studies
WOS	405	Feminist Theory

NOTE: There are particular honors courses that have been approved as interdisciplinary at the 300 and 400 levels. Honors students should discuss these courses with the director of the honors program.

Approved Writing Emphasis Courses

ACC	410	Directed Studies in Accounting
ARH	210	Non-Western Art
ARH	211	Art of Egypt
ARH	383	Art of Middle Ages
ARH	389	Art of Spain
ART	112	Color and Design
BIO	310	Biostatistical Applications
BIO	440	Human Genetics
CLS	165	Introduction to World Literature
CLS	201	Classical Greco Roman Myth 20th Century
CLS	260	World Literature I
CLS	261	World Literature II
CLS	270	Life, Death, and Disease
CLS	361	Modern World Drama
CLS	362	World Literature – Modern Fiction
CLS	367	Classical Greco Roman Mythology
CLS	368	Greco Roman, Culture, Myth, and Society
CLS	369	Literature and Film
CLS	371	Law and Disorder in Literature
COM	405	Argumentation and Debate
COM	415	Language, Thought, and Behavior
COM	440	Friendship Communication
COM	445	Family Communication
CRL	476	Experimental Biochemistry I
CRW	201	Introduction to Creative Writing
CRW	202	Creative Writing I
CRW	203	Creative Writing II
CRW	301	Poetry Workshop I
CRW	302	Poetry Workshop II
CRW	303	Short Story Workshop I
CRW	304	Short Story Workshop II
CRW	305	Essay Workshop
CRW	313	Playwriting Workshop I
CSC	490	Independent Project in Computer Science
CSC	499	Independent Study in Computer Science
DAN	344	History of Dance
ECE	231	Child Development (2-5 Years)
ECE	232	Preschool Learning Environment
ECE	405	Administration and Supervision of Early Childhood Programs
ECE	407	Diversity Perspectives in Early Childhood Education
ECO	344	American Economic Experience
ECO	350	Urban Economics
EDA	301	Field Experience Seminar: Low Incidence
EDA	302	Field Experience Seminar: High Incidence
EDA	307	Families and Special Education
EDE	200	Theory and Field Experiences in Elementary Education
EDE	352	Self and Group Processes in the Diverse Classroom
EDR	302	Teaching the Language Arts
EDR	306	Teaching Language Art 4-8
EGE	405	A Survey of German Film
EGP	220	Theory and Field Experiences – Early Grades
ENG	194	Conventions of Reading and Writing
ENG	200	Intermediate Composition
ENG	204	Practical Prose Composition
ENG	215	Views on Literacy
ENG	270	Publishing
ENG	295	Histories and Texts
ENG	296	Theory, Meaning, and Value
ENG	304	Essay Workshop
ENG	320	Writing and Computers
ENG	368	Business and Organizational Writing
ENG	371	Technical Writing
ENG	375	Strategies for Writing in the Workplace
ENG	397	Writing Tutoring
ENG	400	Research Seminar
ENV	455	Environmental Health Seminar
ERU	309	Russian Culture
ESP	300	Latin American Culture and Civilization
ESP	319	Civilization of Spain

ESS	201	Field Geology
ESS	204	Historical Geology
ESS	331	Introduction to Paleontology
FIN	375	Contemporary Financial Issues
FLM	200	Introduction to Film
FLM	201	American Film
FLM	202	American Themes
FRE	301	Advanced Grammar and Stylistics
GEO	310	Population Problems
GEO	400	Senior Seminar in Geography
GER	405	A Survey of German Film
HEA	301	Health for the Elementary Grades
HEA	306	Curriculum and Instruction
HEA	310	Love and Marriage
HEA	342	Program, Planning, and Evaluation
HEA	420	Health Marketing and Communication
HEA	440	School Health Programs
HEA	472	Mechanical Ventilation
HEA	478	Respiratory Therapy Seminar I
HIS	300	Varieties of History
HIS	366	The Turbulent '60s
HIS	400	Seminar
HIS	420	Biography of Modern European Women
HIS	451	Women in America
HON	310	Theories and Strategies of Community Change
HON	341	Civic Engagement
HON	351	Honors Seminar
HON	352	Honors Seminar
HON	381	Symposium in Arts and Humanities
HON	382	Symposium in Social and Behavioral Sciences
HON	451	Honors Seminar
HON	452	Honors Seminar
HON	490	Senior Project
JRN	225	Newswriting
JRN	226	Public Affairs Reporting
JRN	312	Sports Reporting and Writing
JRN	315	Magazine Article Writing
KIN	351	Evaluation in Health and Physical Education
KIN	353	Organization and Administration of Physical Education, Health, and Athletics
KIN	451	History and Philosophy of Health and Physical Education
LIN	360	Philosophy of Language
LIT	165	Topics in Literature
LIT	202	Afro-American Literature I
LIT	203	Afro-American Literature II
LIT	204	Black Women Writers in America
LIT	230	English Literature I
LIT	231	English Literature II
LIT	272	New Fiction
LIT	274	Feminist Poetry
LIT	302	Development of the American Novel
LIT	303	Introduction to Multiethnic Literature
LIT	306	Modern American Novel
LIT	309	Martin Luther King
LIT	335	Shakespeare I
LIT	336	Shakespeare II
LIT	337	Literature of the Enlightenment
LIT	338	Restoration and 18th Century Drama
LIT	339	18th Century British Novel
LIT	340	The Romantic Movement
LIT	342	Victorian Literature
LIT	370	Urbanism and Imagination
MAT	301	The Scientific Revolution
MAT	354	Techniques of Teaching Secondary School Mathematics
MAT	401	History of Mathematics
MGP	220	Field Experiences and the Middle-Level Environment
MGT	200	Principles of Management
MGT	498	Seminar in Management
MGT	499	Business Policy and Strategy
MHL	301	Music and the Related Arts
MHL	454	History of Opera
MHL	455	History of Orchestral Music
MUE	331	Music Methods and Materials I
MUE	332	Music Methods and Materials II
NSG	212	Nursing Theories and Concepts
NSG	311	Adaptation I
NSG	312	Adaptation II
NSG	317	Women's Sex and Sexuality
NSG	411	Advanced Adaptational Problems I
NSG	412	Advanced Adaptational Problems II
PHI	102	Introduction to Religious Studies
PHI	330	Introduction to Meaning
PHY	310	Intermediate Physics I
PHY	320	Intermediate Physic II
PIA	423	Baroque Keyboard Literature
PIA	424	Classical Piano Literature
PIA	425	Romantic Piano Literature
PIA	426	20th Century Piano Literature
PIA	427	The Concerto
PSC	200	Political Analysis
PSC	230	Introduction to Political Thought
PSC	320	U.S. Foreign Policy
PSC	343	Culture and Politics of Asia
PSY	246	Research Methods in Psychology
PSY	376	Social Psychology Laboratory
PSY	365	Psychology of Women
PSY	384	Adult Development
SCE	350	Science Education in the Secondary School
SMD	210	Psychosocial Perspectives
SMD	414	History, Organization, and Administration of Sports Medicine
SPA	310	Business Spanish
SPP	106	Anatomy of Speech and Hearing Mechanisms
SPP	204	Speech and Language Development
SPP	350	Clinical Principles in Communicative Disorders

SSC	331	Teaching Citizenship Education in Secondary Schools
SWO	300	Family Systems
SWO	351	Human Behavior in Social Environment II
THA	306	History of Theatre/Drama II
THA	307	History of Theatre/Drama III
THA	309	Trends in Contemporary Theatre
WOS	225	Women Today: An Introduction to Women's Studies
WOS	250	Self Reflections in Writing, Art, and Music
WRH	205	Composing Cyberspace
WRH	210	Multicultural Writing
WRH	305	Images of School in Film

Language and Culture Requirements for Bachelor of Arts and Bachelor of Music Degree and Certain B.S. Degree Candidates

A. West Chester University believes that college students today require exposure to global cultures, and the University integrates this belief into courses and programs in various ways. Departments in the College of Arts and Sciences, the College of Business and Public Affairs, and the School of Music, particularly, see a need for students earning bachelor of arts degrees to gain competency in language and cultures as a critical aspect of their education. The University provides options for these students based on varying levels of language competency deemed appropriate by major departments for study in their field. Questions regarding language requirements should be directed to the department chairperson.

A number of B.A. degree programs require a language proficiency gained from completing the second half of the intermediate year (202) of another language. At this level, students may be expected to have a working knowledge of the language and culture of a country. These programs are as follows:

Biology
English
History
Languages and Cultures (in a second language)
Liberal Studies
Mathematics (limited to French, German, and Russian)
Political Science (B.A. in international relations only)

B. Other B.A. degree programs offer students the following options:

1. demonstrating language proficiency through the intermediate level (202) or
2. demonstrating language proficiency through the Elementary II (102) level of a language and further acquiring a cultural foundation through taking three culture cluster courses within the same language area. It is not necessary for students to complete the Elementary II (102) level before taking culture cluster courses.

While this option does not give students the depth and focus of language study, the three courses will help them understand another culture. (In this option, students may elect to further their language skills by taking an additional semester of the language, plus two culture cluster courses.)

Degree programs offering the culture cluster option are as follows:

American Studies
Anthropology
Communication
Communicative Disorders
Economics (B.A. only)
Geography (B.A. only)
Philosophy
Political Science (B.A. general and public management only)
Psychology
Sociology
Theatre Arts

C. Some B.S. degree programs also require a language. Students should see their advisers.

D. The B.M. in music degree requires three hours of a language for students in the elective studies in an outside field program of study.

E. The Department of Languages and Cultures handles testing and placement.

F. Course substitutions to the language requirement of a department will be granted if the student meets one of the following criteria:

1. The student is able to demonstrate proficiency through successful testing by the Department of Languages and Cultures.
2. The student holds a diploma from a secondary education institution in another country. This institution must be at least the equivalent of a U.S. high school, and instruction must be in a language other than English.

G. Students who may request course substitutions because of a disability should refer to page 34, "Services for Students with Disabilities."

H. Students should take note of the policies regarding taking courses out of sequence; see page 47.

Language Culture Clusters

Of the three required culture cluster courses, students who choose that option may take no more than two in the same department, except that only one may be taken in the department in which they major. Students are encouraged to begin taking their culture cluster courses as soon as possible after completing the 102 level of the language. The 201 level of language courses is acceptable for use as one of the three culture cluster courses. Any exceptions to these conditions must be petitioned. A student may not use one course to simultaneously fulfill a general education distributive requirement and a culture cluster requirement.

I. Classical Civilization (Latin or Greek)

Approved courses:

ARH 382, CLS 201, CLS 367, CLS 368, HIS 318, HIS 319, HIS 348, PHI 270, PHI 271

II. France and Francophone Area (French)

Approved courses:

ARH 383, ARH 385, EFR 320, EFR 330, EFR 350, EFR 401, GEO 303, HIS 328, HIS 420, HIS 427, HIS 435, PHI 415, PSC 342

III. Germany (German)
Approved courses:
EGE 322, EGE 323, EGE 403, EGE 404, EGE 405, EGE 408, EGE 409, GEO 303, HIS 323, HIS 330, HIS 420, HIS 423, HIS 435, PHI 272, PHI 273, PSC 342

IV. Italy (Italian)
Approved courses:
ARH 384, EIT 321, EIT 360, GEO 303, PSC 342

V. Spanish (Spanish or Portuguese)
Approved courses:
ANT 224, ANT 322, ANT 324, ANT 362, CLS 311, CLS 335, ESP 305, ESP 306, ESP 307, ESP 309, ESP 311, ESP 319, ESP 324, ESP 333, ESP 335, ESP 403, GEO 302, HIS 315, HIS 316, HIS 317, PSC 340

VI. Russia and Eastern Europe (Russian or an Eastern European language)
Approved courses:
ERU 309, ERU 310, GEO 304, HIS 324, HIS 425, PSC 346

Academic Policies and Procedures

Degree Classification—Definitions

Degree Candidates—all undergraduates admitted to a degree program or to the undeclared major by the Office of Admissions or through approved internal transfer recorded in the Office of the Registrar.

Nondegree Students—students permitted to enroll part time (maximum nine credits per semester) for course work toward professional development, personal growth, or certification. Recent high school graduates (within the previous two years) are required to meet the admission standards of the University. Transfer students may enroll nondegree if they have attempted less than 30 credits and have a 2.50 grade point average. High school students may attend on a nondegree basis with written permission of their high school principal or guidance counselor. Nondegree students may attempt a maximum of 18 credits. Upon reaching 18 credits, students must have a 2.00 GPA or the department's required GPA to be eligible for admission to a degree program or to request permission to enroll with professional development status.

Student Standing

The student's standing is determined by the number of semester hours of credit **earned** as follows:

Freshman	0-29.5 semester hours of credit (inclusive)
Sophomore	30-59.5 semester hours of credit (inclusive)
Junior	60-89.5 semester hours of credit (inclusive)
Senior	90 or more semester hours of credit

Full-Time Status

A full-time class load ranges from 12 to 18 semester hours of credit. Credits attempted or earned through the process of Credit by Examination are not counted in the student class load.

Overloads

Students wishing to carry more than 18 credit hours in the fall or spring semester, or more than six credit hours in a summer session, must secure permission. Permission will not be granted for more than 24 hours in a fall or spring semester. The maximum student load for summer school is six hours per session. A student will not be allowed to carry an overload of more than 18 hours in any one summer nor be allowed to carry more than one additional course per summer session.

A student should not seek permission to carry an overload if his or her cumulative average is below 2.75.

Permission for an overload is granted by the chairperson of the department in which the student is majoring and the special assistant for academic policy.

School Assignments for Field Experiences

Students are assigned early field and student teaching experiences at schools with which the University has a formal agreement. Students will not be assigned to schools that they attended or where members of their families are employed or attend.

Special requests for school assignments will be considered by the student's major department.

Effective fall 1999, before an undergraduate student may register for independent study or research, practicum, internship, externship, or any field placement, he or she must have an overall GPA of 2.00 or higher, and a GPA of 2.00 or higher in his or her major courses.

This policy does not supersede current departmental policies that have established higher standards. This policy does not prevent departments from setting higher GPA standards for undergraduate students within their major. Departments may also establish a minimum required GPA for all cognate courses for undergraduate students who wish to register for any of these courses.

Second Degrees

An individual may pursue a second degree at West Chester University after earning the first degree either at West Chester or some other institution. Such an individual must apply for admission through the Office of Admissions as a transfer student and earn at least 30 hours of West Chester University credit beyond the requirements of the initial baccalaureate program. In addition, a student must take at least 50% of the courses in his /her major or minor discipline (excluding cognate courses) at West Chester University. All requirements for the curriculum in which the second degree is earned must be satisfied. A given course required in both the degree programs is not repeated for the second degree.

Dual Degrees

A student who has successfully completed at least 30 credits of work at West Chester University may petition to pursue a second

undergraduate degree concurrently with the first, such as a B.S. in computer science and a B.F.A. in art. If admitted to a second degree program, the student must, to receive both degrees at graduation, earn at least 30 credits beyond the requirements of the baccalaureate program with the fewest required credits for a minimum of 150 credits. When a student is enrolled in dual degree programs:

a. The student may not be graduated until both the degrees are completed.
b. All requirements for the curriculum of each degree must be satisfied.
c. A course required in both degree programs does not have to be repeated for the second degree.
d. All University requirements such as minimum GPA and number of credits taken at West Chester University in the major must be met for each degree separately.

Double Major

A student may select two majors within the same degree. In this case, a student must meet all of the requirements for both majors. The student should consult regularly with advisers from both programs. Students wishing to pursue two types of baccalaureate degrees (B.A., B.F.A., B.M., B.S., B.S.Ed., B.S.N.) should see Dual Degree section above.

Minor Fields of Study

Students who have enough flexibility in their major curriculum to fulfill the requirements of a minor must fill out and submit a minor selection application to the Office of the Registrar. To enroll in a minor field of study, students must have the permission of both their major and their proposed minor departments. Admission to the minor does not guarantee admission to the major. Students must complete 18 to 30 hours of courses selected in consultation with the minor program adviser. At least 50 percent of minor course work must be taken at West Chester. Also, beginning with students entering in the fall 1993 semester, students must earn a minimum GPA of 2.00 in the set of courses taken for a minor in order to receive transcript recognition of that minor.

Minors available at West Chester University include the following:

Accounting
African/African-American Literature
African American Studies
American Studies
Anthropology
Art History
Astronomy
Athletic Coaching
Biology
Business and Technical Writing
Business Geographics and Information Systems
Chemistry
Communication Studies
Comparative Literature
Computer Science
Creative Writing
Criminal Justice
Dance (Performance)
Early Childhood Education
Earth Sciences
Economics
Elementary Education
Elementary School Mathematics
Environmental Health
Ethnic Studies
Exercise Science
Film Criticism
Finance
French
Geography
Geology
German
Health Science
History
Holocaust Studies
Information Technology
International Business
Italian
Jazz Studies
Journalism
Latin
Latin American Studies
Linguistics
Literature
Mathematics
Music
Music History
Nutrition
Peace and Conflict Studies
Philosophy
Physical Education for Individuals with Disabilites
Physics
Political Science
Professional Education
Psychology
Public Management
Reading
Religious Studies
Russian
Russian Studies
Sociology
Spanish
Special Education
Studio Art
Theatre
Web Technology and Application
Women's Studies

Specific course requirements may be obtained from the minor program advisers.

Changing Majors

A student wishing to transfer from one program of study at the University to another program must file a change of major form in the Office of the Registrar. The student must meet the standards for admission to the desired program and must obtain written permission from the department involved. Any courses that were initially accepted for transfer credit from another college are subject to re-evaluation by the department to which the student transfers internally.

Adding a Course

Students may add a course through the myWCU portal if the course has available seats and all prerequisites have been met. If the course is closed, the student needs to fill out an add closed course form and have it signed by the instructor or department chair. Students may not add courses to their schedule after the add period is over, which is the seventh calendar day of a typical semester (fall/spring). This could be a weekend day.

Dropping a Course

Students may drop any course from their schedule through the myWCU portal during the drop period. This drop period is during the first six calendar days of a typical semester (fall/spring). This could end on a weekend day. After drop/add, students must complete a drop/withdrawal form and submit it to the Office of the Registrar before the end of the ninth week of classes. Courses dropped after the drop/add period are considered a withdrawal and will be noted on the transcript with a "W."

Scheduling Courses

Students may not schedule more than one section of the same course in any given semester. If they do so, they may be removed from one section by the chair of the department offering the course.

Withdrawing from a Course

A grade of W (withdraw) will be entered on the academic record of any student who withdraws from a course after the drop/

add period and before the end of the ninth class week, or the equivalent in summer sessions. A student may not withdraw from a course to avoid an academic integrity violation.

After the ninth week of classes, students *may not* withdraw selectively from courses; they must contact the Office of the Registrar and withdraw from the University. The University will record a "W" for all courses in which the student is registered. However, if the effective date of official withdrawal is during the last week of classes, a letter grade or NG will be assigned for that course. A student may not receive a W during the last week of classes.

STUDENTS WHO FAIL TO WITHDRAW FROM OR DROP A COURSE OFFICIALLY CAN EXPECT TO RECEIVE A GRADE OF "F" FOR THE COURSE AND ARE FINANCIALLY RESPONSIBLE TO PAY FOR IT.

Withdrawal from the University

Students wishing to withdraw from the University may go to the Office of the Registrar or submit their withdrawal to the office in writing. Written notification is required for all withdrawals. If illness or some other emergency interrupts the student's University work necessitating withdrawal, he or she must notify the Office of the Registrar at once.

Unless a student withdraws officially, F grades will be recorded for unfinished courses.

Taking Courses Out of Sequence

Students may not enroll for credit in a more elementary course in a sequence after having satisfactorily passed a more advanced course in that sequence. For example, a student may not enroll for credit in French 101 after having satisfactorily passed French 201. Similarly, students who enroll in a course that requires less proficiency than placement or proficiency tests indicate they possess may be denied credit towards graduation.

Repeating Courses

The Repeat Policy is divided into two sections, i.e., a policy covering developmental courses (000-level) that do not count towards graduation, and a policy covering college-level courses.

A. Policy Covering Developmental Courses

Students who enter the University beginning with the 1991 fall semester may have three attempts to pass each developmental course (000-level). **The repeat privilege for developmental courses will not count within the five-repeat allotment for college-level courses.** Credits for these courses do not count towards graduation but are computed in the cumulative grade point average. **Students may repeat a single course twice, which results in eliminating the grades from the first and second attempts. The third attempt, however, will be the grade of record.** Students must pass the developmental basic skills courses (English and mathematics) with a C- or better before enrolling in a more advanced course in the respective discipline. Students enrolled in the basic skills developmental course(s) who do not pass with a C- or better after three attempts will be permanently dismissed from the University **regardless of overall grade point average. Students who fail developmental courses at West Chester University may not repeat those courses at another university or transfer in the college-level (100 or higher) course.**

B. Policy covering undergraduate college-level courses

Students may repeat undergraduate college-level courses to improve a grade of F, D, C, or B (not A).

1. No student may use the repeat option more than five times **TOTAL**. For example, this means repeating five DIFFERENT courses once each, or repeating each of two different courses twice (four repeats) and one additional course once.
2. A single course may not be repeated more than twice.
3. The most recent grade, regardless of whether it is higher or lower, will be the grade used for the GPA calculation
4. Students may repeat undergraduate college-level courses to improve a grade of F, D, C, or B (not A).

Students will not be permitted to repeat courses for credit beyond five repeats, or beyond two repeats for a single course.

Undergraduate students who take and *complete* a course at West Chester may not repeat the course at another institution and have the credits or grade count towards a West Chester degree.

Undergraduates who take a course for graduate credit are subject to the graduate repeat policy. See the Graduate Catalog for information.

Because all students must take and pass WRT 120 to graduate, a student who fails this course after three attempts will be dismissed immediately following the third failure, regardless of GPA.

Repeat Course Procedure

The first time a student completes a course for a grade it is considered the first attempt. The second time a student completes a course for a grade it is considered the second attempt and the first repeat. The third time a student completes a course for a grade it is considered the third attempt and is the second repeat. The most recent grade (regardless of whether it is higher or lower) will be used for the GPA calculation. Students who complete a course with a fourth attempt or more are in violation of the Repeat Policy and will not earn credit.

Pass/Fail Policy

1. All degree students who are sophomores, juniors, or seniors with a cumulative GPA of at least 2.00 are eligible to take courses pass/fail.
2. The pass/fail privilege is limited to one course per semester; **only student electives in general education and free electives within the major/minor/certificate may be taken** on a pass/fail basis. Free electives are completed at the choice of the student. They may not be used to satisfy major, core, cognate, or general education (including distributive) requirements. Courses taken to satisfy the distributive area of general education requirements and the courses taken to satisfy the diverse communities, interdisciplinary, or writing emphasis requirements **may not** be taken pass/fail.
3. A grade of *pass* carries credit value but does not affect the cumulative grade point average.
4. A grade of *fail* is computed into the cumulative grade point average.
5. After contracting for pass/fail, the student may not request or accept any grade other than a P or an F.
6. This process must be completed by the end of the *ninth* week of the semester or the equivalent in summer school. Forms are available in the Office of the Registrar.

Auditing Privileges

Anyone may attend the University for the sole purpose of auditing courses by first scheduling for the course, paying the regular fee, and then completing an audit application form available from the Office of the Registrar. An undergraduate student may declare "audit" status in a course

through the end of the ninth week of class **but** may only audit one course per semester. Faculty may refuse to grant auditor status. Full-time students have the privilege of auditing, provided they obtain approval from the course instructor and the course does not create an overload situation. If an overload results, students are assessed the per-credit rate for each credit in excess of 18. Part-time students may audit, provided they obtain the instructor's approval, enroll in the course through the Office of the Registrar, and pay the regular course fees.

Credit is never given to auditors. The auditor status may not be changed after it has been declared. The grade of audit (AU) is recorded on the student's transcript. An audited course will not fulfill any requirement toward graduation including interdisciplinary, diverse communities, and writing emphasis attributes.

Credit by Examination

Forms to register for credit by examination are available from the Office of the Registrar. Credit by Exam fees will be equivalent to the College-Level Examination Program fee. Contact the Office of the Registrar for current information. Credit by examination is a privilege subject to the following conditions:

1. Application occurs during the Drop/Add Period. If the student has already scheduled into the course, the course will be dropped from the schedule for that term. Grade notification for credit by exam will occur at the end of the semester. Therefore, if the student fails, the course will have to be taken in a later term.
2. The student has a cumulative GPA of at least 2.00.
3. The student demonstrates evidence of satisfactory academic background for the course.
4. The student has not already completed a more advanced course that presupposes knowledge gained in the course. For example, credit by examination cannot be given for FRE 101 after the student passed FRE 102.
5. Courses taken as credit by examination will be counted in the course load and will carry "0" billing credits. Therefore, courses will not count toward financial aid, athletics, dorms, insurance, etc.
6. A course cannot be repeated by using credit by examination.
7. A course that fulfills the interdisciplinary, diverse communities, or writing emphasis area may not be taken as credit by examination.

NOTE: Students who have taken a course but have not achieved a satisfactory grade may not apply for credit by examination for the same course.

Independent Study

Many departments offer an independent study course for students with demonstrated ability and special interests. This course is appropriate when a student has a specialized and compelling academic interest that cannot be pursued within the framework of a regular course. Students must obtain departmental permission for independent study courses. An overall GPA of 2.00 or higher and a minimum GPA of 2.00 in a student's major courses are required. The independent study form is available in the Office of the Registrar.

Individualized Instruction

Individualized instruction is the teaching of a regular, listed catalog course to a single student. Individualized instruction is offered only when the University has canceled or failed to offer a course according to schedule. Students must obtain departmental permission for individual instruction. The individualized instruction form is available in the Office of the Registrar.

Graduate Credit

A senior (90 credits or more) pursuing a bachelor's degree who has an overall grade point average of 3.00, may, with the permission of the major adviser, course professor, department chair of the course, the dean of graduate studies and extended education, and the associate provost, enroll in up to six credits of graduate-level course work. The student must be at the senior level with the designated grade point average at the time the course begins.

If the course is dual numbered, the undergraduate must take the undergraduate-level course and apply it towards the bachelor's degree. If the course is not dual numbered, but at the 500 level or above, the course may count either as undergraduate credit towards the bachelor's degree or as graduate credit.

If the student wishes to have the credits count towards the bachelor's degree, the student must submit a completed "application for an undergraduate student to take a graduate course for undergraduate credit." The form is available in the Office of the Registrar. If, on the other hand, the student wishes to have the credits count towards a graduate degree, he or she must submit a completed "application for an undergraduate student to take a graduate course for graduate credit." The form is available in the Graduate Office. To receive graduate-level credit, the student also must submit a properly completed and approved graduate school admissions form to the Office of Graduate Studies before completing the appropriate form.

Individual departments have the right to implement more stringent academic standards for courses within their departments. Any student not meeting University or departmental standards when the appropriate semester begins will not be permitted to enroll.

If a course is taken for undergraduate credit, no additional fees will be required. If a course is taken for graduate credit, the student must pay graduate tuition and applicable fees for that course. A student not carrying 12 hours of undergraduate credits will be charged at the appropriate hourly tuition rates for both the undergraduate and graduate credits. All other fees will be charged at the undergraduate level.

No more than six credits taken under this policy may be applied to the master's degree. Students may not elect to change between undergraduate and graduate credit after the term or semester has begun.

Undergraduate students approved to take a graduate course for undergraduate credit are bound by the undergraduate catalog policy on repeats and withdrawals. Undergraduate students approved to take a graduate course for graduate credit are bound by the graduate catalog policy on repeats and withdrawals.

Undergraduate Student Attendance Policy

Each professor will determine a class attendance policy and publish it in his or her syllabus at the beginning of each semester. When a student fails to comply with the policy, the professor has the right to assign a grade consistent with his or her policy as stated in the syllabus. Absences cannot be used as the sole criterion for assigning a final grade in a course. Excused absences, in accordance with the Excused Absences Policy for University-Sanctioned Events, will not result in a penalty, provided the student follows this policy. University departments or programs may establish attendance policies to govern their sections as long as those policies fall within these guidelines.

Excused Absences Policy for University-Sanctioned Events

Undergraduate students participating in

University-sanctioned events such as, but not limited to, the Marching Band, musical ensembles, theatre group, athletic events, forensics competition, etc., will be granted an excused absence(s) by the respective faculty members for class periods missed. Students will be granted the privilege of taking, at an alternative time to be determined by the professor, scheduled examinations or quizzes that will be missed. The professor will designate such times prior to the event. Professors can provide a fair alternative to taking the examination or quiz that will be missed. Students must submit original documentation on University letterhead signed by the activity director, coach, or adviser detailing the specifics of the event in advance. Specific requirements include the following:

1. Responsibility for meeting academic requirements rests with the student.
2. Students are expected to notify their professors as soon as they know they will be missing class due to a University-sanctioned event.
3. Students are expected to complete the work requirement for each class and turn in assignments due on days of the event prior to their due dates unless other arrangements are made with the professor.
4. If a scheduled event is postponed or canceled, the student is expected to go to class.
5. Students are not excused from classes for practice on nonevent days.

The following are specifics for the student athlete:

1. The student athlete is expected, where possible, to schedule classes on days and at hours that do not conflict with athletic schedules.
2. Athletes are not excused from classes for practice or training-room treatment on nongame days.

Exemption from Final Examinations

Students who have attained an A or B prior to the finals, have completed all other course requirements, and have the instructors' permission may waive final examinations. This privilege is subject to several reservations.

1. Any unit examinations given during the final examination period are not subject to this policy.
2. Academic departments as well as individual faculty may adopt a policy excluding the final examination exemption for certain courses.
3. Mutual agreement between the instructor and the student to waive the final examination should be determined during the week prior to the beginning of the examination period.

The course grade will be the A or B earned exclusive of a final examination grade.

Grade Reports

After each semester, a report of each student's semester grades is available on my.wcupa.edu. This also can be accessed through the University's Web site (www.wcupa.edu).

Grading System

Grade	Quality Points	Percentage Equivalents	Interpretation
A	4.000	93-100	Excellent
A–	3.670	90-92	
B+	3.330	87-89	Superior
B	3.000	83-86	
B–	2.670	80-82	
C+	2.330	77-79	Average
C	2.000	73-76	
C–	1.670	70-72	
D+	1.330	67-69	Below Average
D	1.000	63-66	
D–	0.670	60-62	
F	0.	59 or lower	Failure
Z	0.	59 or lower	Failure
NG			No Grade
W			Withdrawal
Y			Administrative Withdrawal
AU			Audit

NG (No Grade): Given when a student fails to complete course requirements by the end of a semester for a valid reason. See "Grade Changes."

W (Withdrawal): Given when a student withdraws from a course between the end of the first and the end of the ninth class week of the semester or the equivalent in summer sessions.

Y (Administrative Withdrawal): Given under appeal when there is documentation that the student never, in fact, attended class. Other extenuating circumstances regarding administrative withdrawal may be reviewed by the associate provost. No refunds are associated with this grade.

Z Grade: A grade received when a student stops attending a course and fails to officially withdraw from it. The grade is counted the same way that an F would count toward the cumulative average.

The grade assigned to the student must reflect the percentage equivalent of the plus, minus, and straight grades earned in a course.

Cumulative Grade Point Average

The cumulative grade point average (GPA), sometimes called the cumulative index, is determined by dividing the total quality points *earned* for courses by the total credit hours *attempted*. The following example is based on a single semester:

	Credit Hours Attempted	Grade	Quality Points for Grade	Quality Points Earned for Course
1st subject	4	A	4	4 x 4 = 16
2nd subject	3	B	3	3 x 3 = 9
3rd subject	3	C	2	2 x 3 = 6
4th subject	3	D	1	1 x 3 = 3
5th subject	2	F	0	0 x 2 = 0
	15			34

34 divided by 15 equals a GPA of 2.267.

All grades received during a student's enrollment (except the grades of P and NG, and except when a second attempt produces a higher course grade and a grade replacement takes place) are included in the cumulative GPA. Grades from other colleges are excluded.

A student's grades and GPA cannot change once he or she has graduated.

Grade Changes

A grade awarded other than NG is final. Final grades can be changed only when there is a clerical or computational error. A newly disclosed diagnosis of a disability may not be used as reason for requesting a grade change or removal. If the student thinks there is an error, the student must report the alleged error in writing to the professor as soon as possible, but no later than the end of the fifth week of the following semester. If a grade change is warranted, the professor must submit a change of grade request to the Office of the Registrar not later than the end of the ninth week of the semester. Final grades cannot be changed after the ninth week of the semester following the alleged error.

NG (No Grade) is given when a student fails to complete course requirements by the end of a semester for a valid reason. If the student did not complete course requirements because of a valid reason, such as a serious illness or death in the family, the professor may assign a grade of NG and grant the student permission to complete the requirement within the first nine weeks of the next semester. **A GRADE OF NG IS CHANGED TO AN F AUTOMATICALLY IF THE REQUIREMENTS HAVE NOT BEEN COMPLETED BY THE END OF THE NINTH WEEK OF THE FOLLOWING SEMESTER.** (The instructor must file a change of an NG grade in the Office of the Registrar by the middle of the tenth week of the semester.)

A graduating senior has only 30 calendar days after the end of the term in which he or she intends to graduate to complete all degree requirements, including the removal of NG.

Grade Appeals

Scope of the Policy

The Grade Appeals Policy applies only to questions of student evaluation. Since appeals involve questions of judgment, the Grade Appeals Board will not recommend that a grade be revised in the student's favor unless there is clear evidence that the original grade was based on prejudiced or capricious judgment, or was inconsistent with official University policy. Please refer to the Academic Integrity Policy for cases where the grade appeal involves a grade given for academic dishonesty. Academic dishonesty includes but is not limited to

1. Plagiarism, that is, copying another's work or portions thereof and/or using ideas and concepts of another and presenting them as one's own without giving proper credit to the source;
2. Submitting work that has been prepared by another person;
3. Using books or other materials without authorization while taking examinations;
4. Taking an examination for another person, or allowing another person to take an examination in one's place;
5. Copying from another's paper during an examination or allowing another person to copy from one's own; and/or,
6. Unauthorized access to an examination prior to administration.

Procedure

1. (a) A student must initiate an appeal in writing within 20 class days from the date of the decision or action in question. In case of an appeal of a final grade, the appeal must be filed no later than the first 20 class days of the term following the one in which the grade was received. This written appeal should be sent to the instructor who awarded the grade in question. The appeal shall be reviewed by the student and the faculty member. They shall mutually attempt to resolve the appeal within five class days from the receipt.

   (b) If the appeal is based on an interpretation of departmental or University policy, the student's academic adviser also may be present during the review process. In such case, there shall also be a limit of five class days in which to resolve the appeal.

2. An appeal not resolved at Step 1 shall be referred in writing by the student within five class days after the completion of Step 1 to the chairperson of the department of which the course in question is a part. If there is a departmental appeals committee, the problem shall be referred directly to it. The department chairperson or the departmental appeals committee shall normally submit a written response to the student within 10 class days following receipt of the written statement of the problem. A copy of this response also shall be provided to the instructor.
3. If no mutually satisfactory decision has been reached at Step 2, the student may submit a written appeal to the dean of the college or school in which the problem originated. Such an appeal shall be made within five class days following the receipt of the written response of the department chairperson or the departmental appeals committee. The dean shall investigate the problem as presented in the written documentation, review the recommendation and provide, in writing, a proposal for the solution of the problem within 10 class days following its referral.
4. If the problem is not mutually resolved by Step 3, the student may file an appeal with the Grade Appeals Board within five class days of the receipt of the written proposal from the dean. The request for an appeal must be submitted to the associate provost or, if appropriate, to the dean of graduate studies who will convene the Grade Appeals Board as soon as possible, but no later than 15 class days after the receipt of the written request.

Grade Appeals Board

1. Membership
   A. The associate provost (or, if appropriate, the dean of graduate studies) serves as nonvoting chairperson. If the associate provost is not available to serve, the administration will appoint a substitute mutually acceptable to the student and the Association of Pennsylvania State College and University Faculties (APSCUF).
   B. A faculty dean not involved in the appeals process. A substitute may be appointed as given in "A" above.
   C. Two faculty members. At the beginning of each academic year, the Office of the Associate Provost shall randomly select two full-time faculty from each academic department in order to constitute the pool. Two faculty members from different departments will be selected randomly from this pool for each Appeals Board.
   D. Two undergraduate students or, if appropriate, two graduate students appointed by the president of the Student Government Association (SGA).
2. Attendance
   A. The faculty member involved may be assisted by an adviser, an APSCUF representative, or the chairperson of the department in which the problem originated.
   B. The student involved may be assisted by an adviser. The adviser may be another student, an administrator, or a faculty member.
   C. Such witnesses as are called on behalf of either the faculty member or the student.
   D. Resource persons or expert witnesses called at the request of the board. In the event that the decision making involves knowledge of the discipline, the board shall be required to utilize at least one resource person from the discipline, an expert adviser(s) to aid them in their decision making.
3. Procedure
   A. Preparation for the Hearing — All parties must be informed of the complaint in writing by the chairperson of the Grade Appeals Board (hereafter referred to as "chairperson"), normally within five class days after the receipt of the complaint. Copies of documents and correspondence filed with respect to the complaint shall be provided to the interested parties through the chairperson. Thereafter, neither new evidence nor new charges shall be introduced before the board. The chairperson shall notify in writing the interested parties of the exact time and place of the hearing and shall provide existing University and/or Commonwealth policies relevant to the appeal at least five class days before the beginning of the proceedings. Throughout these proceedings, the burden of proof rests upon the person bringing the appeal.
   B. Hearing Procedure — During the hearing, both the faculty member and the student shall be accorded ample time for statements, testimony of witnesses, and presentation of documents.
   C. Decision of the Appeals Board
      1. The Grade Appeals Board shall

deliberate in executive session and render a decision by majority vote within three days of the close of the hearing. The chairperson may participate in these deliberations but not vote.

2. The chairperson of the Appeals Board shall notify, in writing, the student, the faculty member, and the department in which the course in question is located of the decision within three class days of the board's final action. The notification shall include the basis upon which the decision was reached.
3. The chairperson of the Appeals Board shall also transmit the decision, in writing, to the provost or his/her designee. If the board has upheld the student's appeal, the provost will direct the registrar to change the existing grade to the grade recommended by the board.

Notes

1. Both faculty member and student are entitled to the right of challenge for cause of any member of the department committee (if used) and the Grade Appeals Board except the chairperson. In the case of challenge at the Appeals Board level, the chairperson shall adjudicate the challenge. One challenge at each level is permitted.
2. A "class day" is defined as any day when classes are officially in session at West Chester University.
3. If the course in which the grade dispute occurred is offered under the auspices of a unit of the University other than an academic department, the program director/coordinator, head of that unit, and/or the department chairperson will function in Step 2 of the procedure. In Step 3, the appeal should then be made to the associate provost rather than the dean of the college.
4. If the professor is not on contract or in residence on the campus, he or she shall have the right to defer the procedure until his or her return. Similarly, if the procedure would normally occur during the summer and the student is not enrolled in any summer session, the procedure may be deferred until the fall semester at the student's request.

Undergraduate Student Academic Integrity Policy

Any situation involving a violation of academic integrity is of major concern to the University. Faculty members preserve and transmit the values of the academic community through example in their own academic pursuits and through the learning environment that they create for their students. They are expected to instill in their students a respect for integrity and an understanding of the importance of honesty within their chosen profession. Faculty must also take measures to discourage student academic dishonesty.

Commitment to maintaining and encouraging high standards of academic integrity is demonstrated in many ways. One way is through the establishment of policies and procedures governing violation of the standards of academic integrity. The following policies, procedures, and definitions are intended to help faculty meet these responsibilities.

First, the instructor has both the right and responsibility to demand academic honesty if a student is to remain in good standing in the course and is to be evaluated fairly by the instructor. A grade certifies both knowledge and a standard of academic integrity. It is essential that the instructor retain the right to set the minimum academic penalty for academic dishonesty in a course, subject to the appeal rights of a student.

Second, cheating is not just a matter between an instructor and student in a specific course. While it is the right and duty of the instructor to set minimum penalties for dishonesty in a particular course, the University is responsible for the minimum standards of academic integrity and achievement on which degrees are based. It is the University that permits students to remain members of the academic community and finally certifies that students have attained sufficient academic credit and exhibited acceptable standards of conduct to entitle them to a degree. Incidents of academic dishonesty, especially when they recur and become patterns of dishonest behavior, require that the University be in position to use more severe disciplinary measures than those available to the professor, including expulsion of the student from the University. It is therefore imperative that individual instances of academic dishonesty, accompanied by details concerning penalties, become a part of the student's academic record.

Third, students accused of academic dishonesty have the right to have their case heard in a fair and impartial manner, with all the safeguards available within the bounds of due process.

As responsible members of the academic community, students are obligated to comply with the basic standards of integrity. They are also expected to take an active role in encouraging other members to respect those standards. Should a student have reason to believe that a violation of academic integrity has occurred, he/she is encouraged to make the suspicion known to a member of the faculty or University administration. Students should familiarize themselves with the University's policies, procedures, and definitions of types of violations, as provided in the Undergraduate Catalog.

Violations of Academic Integrity

Violations of the academic integrity standards of West Chester University fall into six broadly defined categories listed below.

1. Plagiarism: Plagiarism is the inclusion of someone else's words, ideas, or data as one's own work. When a student submits work for credit that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references and, if verbatim statements are included, through quotation marks as well. By placing his/her name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments. Plagiarism covers unpublished as well as published sources.
2. Fabrication: Fabrication is the use of invented information or the falsification of research, information, citations, or other findings.
3. Cheating: Cheating is an act or an attempted act of deception by which a student seeks to misrepresent his/her mastery of the information or skills being assessed. It includes, but is not limited to, using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
4. Academic Misconduct: Academic misconduct includes, but is not limited to, other academically dishonest acts such as tampering with grades; or taking part in obtaining or distributing any part of a test that has not yet been administered; or disrupting or interfering with the ability of others to complete academic assignments. It also includes violations of the Student Code of Conduct, as they relate to the academic environment.

5. Facilitating Academic Dishonesty: Facilitating academic dishonesty includes helping or attempting to help another to commit an act of academic dishonesty.
6. Breach of Standards of Professional Ethics: In certain degree programs, students will be instructed on and provided with that particular profession's code of ethics (e.g., the American Nurses Association Code for Nurses). Under some circumstances, if a student is found to have violated that professional code, that violation may be considered a breach of the Academic Integrity Policy.

Procedures for Handling Cases

Faculty are responsible for determining the grades earned in their courses, and they are the first step in determining if a violation of academic integrity has occurred. They are also the first individuals to determine what penalty should be levied. A faculty member responsible for assigning final grades in a course may acquire evidence, either directly or through information supplied by others, that a student violation of academic integrity may have occurred. After collecting the evidence available, the faculty member will meet with the student to present the evidence of an alleged violation and request an explanation.

If the faculty member accepts the student's explanation, no further action is taken. If the faculty member determines that a violation has occurred, the faculty member informs the student, within five days of his/her decision, in writing, of the penalty that will be imposed. The faculty member will also inform the student of his/her rights to file an appeal within 10 days of the faculty member's decision.

Once a faculty member has charged a student with academic dishonesty, the student may not withdraw from the course to avoid a grade penalty or to prevent the filing of the Report of Violation of Academic Integrity. Any student who withdraws from a course before the charge is made may be reregistered for the course so that appropriate action can be taken.

The faculty member fills out and forwards a copy of the Report of Violation of Academic Integrity, together with any additional supporting documentation, to his/her department chairperson. In departments that have a departmental Academic Integrity Board, the faculty member will forward the information to the departmental board. The department chair (or chair of the departmental board) will forward the information to the college dean. If the faculty member is the department chair and there is no departmental board, the report will be sent directly to the dean. The dean will then forward the information to the associate provost or his/her designee. The report includes

- the nature of the charge/evidence against the student;
- a brief summary of the meeting with the student;
- the faculty member's decision;
- the right of appeal to the department chair (or departmental board).

If the faculty member who accuses the student and files the report is the department chair, and there is no departmental board, the college dean is the first step in the appeal process.

If the student is subsequently found not guilty of the charge, the student may either:

- remain in the course without penalty, or
- withdraw from the course regardless of any published deadlines.

If the student is found guilty of violating the student Academic Integrity Policy, the student may not withdraw from the course and will receive the sanction imposed by the instructor or other academic authority.

Penalties

All acts of academic dishonesty violate standards essential to the existence of an academic community. Most offenses are properly handled and remedied by the faculty member teaching the course in which they occur. The penalties that may be assessed by the faculty member include the following:

- completion of alternative work, with or without a grade reduction;
- a reduced grade (including F or zero) for the assignment;
- a reduced grade (including F) for the entire course.

The faculty member may also request that his/her department chairperson contact the appropriate dean and request that an Academic Integrity Board be convened, for the purpose of imposing further sanctions. See below for a list of possible sanctions.

Whatever the penalty, the report describing the incident and recording the decision will be kept by the associate provost's designee until the student has graduated and the degree has been awarded. In addition, the associate provost will forward a copy of the report to the student's major department chairperson. Individual departments may establish a "zero tolerance" policy for their majors. Students must be clearly informed of such a policy by those departments.

The purpose of this record keeping is to ensure that students who violate the University's student Academic Integrity Policy a second time are dealt with appropriately. A second purpose is to deter students from repeating offenses. A record of the first-offense is kept in the student's academic file in the Office of the Associate Provost as an internal record and is not available to faculty who may be bringing charges against a student. Information as to whether or not such a file exists is available to individuals or committees who are writing letters of reference for students, when the form asks if the student has ever been sanctioned for academic dishonesty. The file is destroyed once the student's degree is awarded.

A second violation of the Academic Integrity Policy may result in formal charges being brought against the student. In addition to the sanctions listed above, sanctions for a second or subsequent violation may include

- suspension from the University for a designated period of time;
- expulsion from the University;
- any sanctions listed in the Student Code of Conduct.
- In the determination of penalties, the following factors may be considered:
- the nature and seriousness of the offense;
- the injury or damage resulting from the misconduct;
- the student's prior academic file.

Appeal Procedures

A student may appeal the instructor's unilateral imposition of a reduced or failing grade. A student who files an appeal within 10 days of the faculty member's determination will suffer no worse penalty as a result of the appeal than he/she would have suffered if he/she had not appealed the instructor's unilateral action. A student who files an appeal to the next level must do so within 10 days. The Request for Appeal should contain any and all information that the student believes is relevant to his/her case. After the initial appeal to and decision by the department chair, the student will have five days to appeal the decision to the appropriate dean, if he/she so wishes.

The progression of the appeal involves the following:

1. Chair of the department in which the course is housed (or departmental board). The appeal must be filed within five days of the faculty decision. The chair will submit a written response to the student within five class days after receipt of the student's appeal.
2. Dean of the department in which the course is housed. The appeal must be filed within five days of the department's decision. The dean will submit a written response to the student within five class days after receipt of the student's appeal.
3. WCU Academic Integrity Board. The appeal must be filed within five days after the dean's decision. The provost (or provost's designee) will convene the Academic Integrity Board as soon as possible, but no later than 15 class days after the receipt of the written request.

If the faculty member who has brought the charges is also the chair of the department, the appeal moves directly to the college dean.

Academic Integrity Board

The Academic Integrity Board may be convened under any of three sets of circumstances.

1. It may be requested by an accused student as part of the appeal process.
2. It may be requested by the faculty member who believes that a penalty that is more severe than an F in the course is warranted.
3. It will be convened automatically by the associate vice president for academic affairs or his/her designee if a student has a second or subsequent Report of Violation of Academic Integrity placed on file.

Membership of the Academic Integrity Board

1. The provost (or provost's designee) shall appoint faculty and administration members of the Academic Integrity Board. The associate provost serves as nonvoting chairperson. If the associate provost is not available to serve, the administration will appoint a substitute.
2. A faculty dean not involved in the charging process. A substitute may be appointed as given in paragraph 1.
3. Two faculty members. At the beginning of each academic year, the Office of the Associate Provost shall randomly select two full-time faculty from each academic department in order to constitute the pool. Two faculty members from different departments will be randomly selected from this pool to serve on the Academic Integrity Board.
4. Two undergraduate students. The undergraduate students will be selected from a list of names provided by the Office of Judicial Affairs and Student Assistance. Such students will be appropriately trained in procedures relating to this policy and the need for confidentiality pursuant to the Family Education Rights and Privacy Act (FERPA).

Hearing Procedures for Academic Integrity Board

The chair will provide notice to all parties which shall include a summary of the matter for disposition, as well as the time and place of the hearing. The student charged will also be advised as to the identity of those sitting on as part of the Academic Integrity Board and witnesses that will be presented by the charging party. Hearings shall proceed to the extent possible according to the following form:

1. The chair shall open the proceedings by reading the statement of charges;
2. The charging party shall then present the case against the accused party, including the presentation of witnesses. This shall be done by the submission of written, physical, and testimonial evidence. The accused party and the board shall have the right to conduct reasonable questioning of the charging party and the charging party's witnesses; hearsay evidence is not acceptable since it denies the opposing party the opportunity to cross-examine unless such is a business record of the University.
3. At the conclusion of the charging party's presentation, the accused party may present a defense, including the presentation of witnesses, or may plead to the charges. This shall be done by the submission of written, physical, and testimonial evidence. The charging party shall have the right to conduct reasonable questioning of the accused party and the accused party's witnesses; hearsay evidence is not acceptable since it denies the opposing party the opportunity to cross-examine unless such is a business record of the University.
4. After both cases have been presented, the board shall allow rebuttal evidence;
5. At the close of the hearing, the board shall allow closing arguments by the parties.

The board chair shall have authority and be responsible for maintaining an orderly procedure throughout the hearing. All hearings are closed proceedings; witnesses may be excluded from the room until the appropriate time for their testimony. The burden of proof rests on the individual bringing charges. All matters upon which the decision will be based must be introduced into evidence at the hearing.

Both parties shall have the right to be assisted by advisers, who may be attorneys, and who may be present at hearings. The board chair must be notified in advance of the hearing who the advisers will be. The advisers may only consult and interact privately with their advisees, and may not address the board. Advisers who are disruptive to the process will be asked to leave the proceedings, and the matter will go forward absent their involvement.

All hearings will be tape recorded. The audiotape record of the hearing will be archived in the Office of the Provost, or his/her designee, for five years. A written transcript of the hearing will be provided at the expense of the University pursuant to a validly issued subpoena.

A written recommendation based on a preponderance of evidence, arrived at by majority vote, in which the facts and reasons for the recommendation are set forth shall be issued within 15 calendar days after the close of the board proceedings. That report shall be sent to the provost and vice president for academic affairs, with copies to all parties, including the deans and the appropriate department chair. The copy to the accused will be sent certified mail, return receipt requested and first class mail. Within 15 calendar days the provost shall implement the recommendation of the board, or shall provide a written response containing his/her decision, and explaining to all parties his/her reasons for declining to implement the board's recommendation. In the event that the provost finds inadequacies in the record, the matter can be remanded back to the board for additional testimony.

Any party who fails without appropriate reason to appear at the hearing consents to the conduction of the hearing in his or her absence and for a final decision to be made based on the facts presented.

The board retains the right to continue a hearing whenever necessary and appropriate.

Either party may express its reaction in writing regarding the recommendation of the board to the provost or his/her designee within seven calendar days of receipt of the recommendation. If the seventh day

falls on a weekend or holiday, the seventh day will be the first day that the University is open for business. Written submissions should be submitted to the provost. Any stay of sanction shall be granted only upon application to and at the sole discretion of the provost or his/her designee. The decision of the provost shall be final. If the penalty being levied is an "F" in the course, the provost will direct the registrar to enter the grade of "F" in the student's record.

NOTE: A written statement of the decision and relevant materials shall be placed in the student's academic file and sent to the student's academic adviser and department chair. In the absence of a student appeal, the recommended sanctions from the department and dean's level should be forwarded from the dean's office to the provost for action. Any actions taken by the provost will be sent to the director of the Office for Judicial Affairs and Student Assistance. A disciplinary file will be established as a permanent record of these actions.

Sanctions

At the conclusion of the appeals process, a student may be exonerated or subject to any combination of the following range of penalties. If the student is found in violation of the Academic Integrity Policy, the board will not impose a penalty that is more severe than the one recommended by the faculty member for that infraction. The board shall have no knowledge of any record of previous acts of academic dishonesty when making its initial adjudication of the case.

1. The board may agree with the instructor and apply a penalty to the student's grade, including failure in the course. Further, the board may agree with the faculty member's recommendation that the student receive a more severe penalty than failure in the course, and apply one of the sanctions listed below. If any of the following sanctions are imposed by the provost, they will be sent to the director of the Office of Judicial Affairs and Student Assistance. A disciplinary file will be established as a permanent record of these actions.
   a. Disciplinary probation: The student is informed in writing that he or she is being placed on disciplinary probation for a specific period of time. This action is a period of official censure. A probation action may specify any conditions with which the individual must comply or any privileges which may be withheld. Probation may include, but not be limited to, the loss of privilege to represent the University in official capacity including but not limited to varsity and nonvarsity intercollegiate events, plays, and holding office in campus government or related organizations. If at any time during his or her probationary period the student violates University regulations, he or she may be subject to further disciplinary action from the University up to and including expulsion from the University.
   b. Suspension: The student is informed in writing that he or she is being involuntarily suspended from the University for a designated period of time. A student shall lose student status and may not attend classes, take exams, receive grades, or be on University property except for authorized University business during the suspension period. Authorized University business must be approved in advance by the provost and vice president for academic affairs or designee. After the designated period of time, the student must seek approval from the provost and vice president for academic affairs or designee to reapply to return through the Office of Admissions. The board may establish additional requirements which must be fulfilled to the satisfaction of the provost and vice president for academic affairs or designee prior to reinstatement. There will be no refunding of fees. The assignment of grades shall be in accordance with University policy.
   c. Expulsion: The student is informed in writing that he or she is being expelled from the University. The action is one of involuntary separation from the University. The relationship between the student and this University is permanently terminated. The student is not permitted on University property. There will be no refunding of fees. The assignment of grades shall be in accordance with University policy. The fact of the expulsion and the reason for it will be entered upon the student's official transcript and upon all copies thereof. A student who has been expelled for academic dishonesty will not be awarded a degree from West Chester University.
   d. Restitution: Restitution may be imposed on students whose violation of these standards has involved monetary loss or damage. Restitution as imposed by the board will be regarded by the University as a financial obligation to the University.
2. Hold on records: The University may withhold transcripts, grades, degrees, diplomas, or other official records pending the disposition of cases.
3. If the student has a record of past violations of the Student Academic Integrity Policy, that student is subject to additional sanctions based upon the fact that he/she has a prior record of dishonesty. After the board recommends the penalty for the case in question, the board will be provided with the student's past record, if any exists. The board shall review that record and consider imposing a more stringent penalty, to include any of the penalties listed above.

Notes

1. If the complainant is not on contract or in residence on the campus, he or she shall have the right to defer the procedure until his or her return. Similarly, if the procedure would normally occur during the summer and the student is not enrolled in any summer session, the procedure may be deferred until the fall semester at the student's request.
2. Each department must submit to the academic dean its written process for hearing appeals. Likewise, each academic dean must submit to the provost and vice president for academic affairs his or her written process for hearing appeals. These processes must, as a minimum, provide notice to all involved parties and must provide an opportunity for all parties to be heard by a neutral fact finder or body who will render a decision and permit the accused to have an adviser. Such policies and procedures should be readily available to all students of the department.
3. A written statement of the decision and relevant materials shall be placed in the student's academic file and sent to the student's academic adviser and department chair. In the absence of a student appeal, the recommended sanctions from the department and dean's level should be forwarded from the dean's office to the provost for action.

Policy on Disruptive Classroom Behavior

1. Definition of disruptive classroom behavior

A. Disruptive behavior is defined as an act that is disorderly, that might include but is not limited to that which disrespects, disrupts, harasses, coerces, or abuses, and/or might threaten or harm property or person, so that it interferes with an orderly classroom, teaching process, or learning function.

B. Such behavior originates in a classroom, faculty member's office, or other site so long as it is related to the academic classroom or classroom function.

2. Limitation of Policy
This policy addresses only student classroom behavior as defined here. Nonacademic student behavior is addressed in the Student Code of Conduct and the Judicial Board process as outlined in the *Ram's Eye View.*

3. Classroom Management
This policy acknowledges the need for protection of academic freedom in the classroom, for faculty authority in classroom management, and for faculty and student safety in the classroom.

4. Due Process
This policy respects faculty and student rights to due process in any event emanating from disruptive student behavior in the classroom.

Process

1. The first instance of disruptive behavior shall result in an immediate verbal warning by the faculty member. The faculty member shall advise the student of the existence of the Disruptive Classroom Behavior Policy and where it is published.
Exception: A first instance in which disruptive behavior appears to compromise the safety of or is threatening to a faculty member or student(s) shall result in immediate removal of the student from the classroom by the faculty member. In the event of imminent danger to person or property, Public Safety will be called and immediate removal shall result. Extreme or severe behavior can result in removal from the course and not merely from the immediate class.
2. A second instance of disruptive behavior shall result in the removal of the student from class for the remainder of the class period. The faculty member should log the behavior and the steps taken in writing.
3. A third instance of disruptive behavior shall result in permanent removal of the student from the class.

Temporary Removal

1. A student who has been asked to leave the classroom must meet with the faculty member prior to returning to the next class.
2. A student may, as the result of removal from the classroom and having met or tried to meet with the faculty member without success, request a third party agreeable to both the faculty member and him/herself to assist in resolving his/her difference with the faculty member. He/she can do so by applying to the chairperson of the department in which the course in which the event occurred is housed.

Permanent Removal

1. In the event of permanent removal from the class, the faculty member shall notify the chairperson of the department in which the course is housed, who shall then notify the dean of his/her college, the dean of students, and the chairperson of the student's major department.
2. A student who has been permanently removed from the classroom shall be assigned a grade consistent with course requirements depending upon the point in the course at which the removal took place. A written statement of the reason for permanent removal shall be provided to the student by a review panel, in the event of an appeal by the student, or by the faculty member, in the event there has been no appeal. The review panel shall be the only venue for a hearing on permanent removal from the classroom.

Appeal Process

1. The student may, within five University calendar days of removal, appeal permanent removal. That appeal shall be made to the review panel which shall be constituted and charged by the dean of the college, or his/her designee, in which the event occurred. The panel shall include an academic manager, a faculty member, and a student. It shall within five University calendar days conduct fact finding and make a written recommendation to the dean who shall provide copies to the faculty member and the student. Extension based on compelling circumstances may be granted by the dean or his/her designee.
2. A student who appeals removal shall be given an opportunity to keep up with classroom assignments during the time it takes the review panel to reach its decision.
3. In the event that the student's behavior was perceived as sufficiently threatening or severe, either party may invoke the right to a separate interview or may submit written testimony to allow for fact finding by the panel.

Dean's List

The names of degree-seeking students who complete 12 or more graded hours in an academic semester and achieve a semester GPA of 3.670 or better are placed on the dean's list. Nondegree students who complete a minimum of nine credits, have a GPA of 3.670, and no grade below a B in the semester also will be recognized on that semester's dean's list.

Maintenance of Academic Standards: Probation and Dismissal

A student's scholastic standing at the University is indicated by his or her cumulative grade point average (GPA). Three categories of academic standing have been established: good academic standing, probation, and dismissal. A student remains in good academic standing as long as he or she maintains a minimum cumulative GPA of 2.00 for all work taken at the University. Probation and dismissal are actions taken by the University when a student's GPA falls below an acceptable level at the end of the fall or spring term. No student will go on or come off academic probation, or be dismissed from the University for academic reasons, at the end of summer term.

Conditions of Probation and Dismissal

Probation is defined as a trial period during which a student whose cumulative average has fallen below acceptable standards must bring his or her average up to those standards or be dismissed from the University.

An academic review is conducted at the end of each fall and spring semester. The University will notify, in writing, each student who goes onto academic probation or who is dismissed for academic reasons.

A. Students earning a 0.00 cumulative grade point average (CGPA) at the end of their first semester of full-time enrollment will be dismissed from the University.

B. Any other student falling below the 2.00 CGPA standard will be placed on probation for one full-time semester (12 credits). A notice of probation shall be printed on the student's transcript, and

the University will notify the student, in writing, that he/she is in danger of dismissal. The student who is placed on probation must see his/her adviser and develop an Academic Recovery Plan (ARP). It is the student's responsibility to contact the adviser and schedule an appointment to complete an ARP (see below).

C. Any student still below the 2.00 CGPA standard after one full-time semester of probation is subject to dismissal. A student may petition to receive extended probation. The special assistant for academic policy may grant one semester of extended probation to a student who (1) has made progress toward academic good standing while following his/her Academic Recovery Plan, and (2) has a reasonable mathematical chance of reaching a CGPA of 2.00 after one additional semester on probation.

D. Any student who is still below the 2.00 CGPA standard after one full-time semester of extended probation (two consecutive full-time semesters on probation) will be dismissed. If the student went from full-time to part-time status as part of his/her Academic Recovery Plan, a third semester of probation may be permitted, provided that the student has had a semester GPA higher than 2.00 each semester since being placed on academic probation.

E. Any student who regains good academic standing, but again falls below the 2.00 CGPA standard, will be placed on probation and given a maximum of 12 credits to return to good academic standing. A student may be placed on probation no more than twice; placement on probation for a third time will result in immediate dismissal from the University.

Dismissal from the University

A. A student may appeal his/her dismissal in writing to the special assistant for academic policy.

B. Nothing in this policy shall be taken to preclude the dismissal of students for violations of other University policies, in accordance with the provisions of those policies.

Readmission of Dismissed Students

A. A student dismissed from the University may not take course work at the University until he or she applies and is readmitted to the University. No student will be considered for readmission earlier than one full calendar year after the time of dismissal.

B. Students readmitted to the University will have a maximum of two full-time semesters (24 credits) to reach a CGPA of 2.00. During that time, the student must maintain a GPA of at least 2.30 for each semester of work following readmission. Failure to maintain a GPA of 2.30 for each semester until the CGPA reaches 2.00 or higher will result in a second dismissal. Any student who is dismissed from the University for poor academic performance a second time is not eligible for future readmission.

If a student is approved to be readmitted to the University under the Academic Renewal Policy and the student was, prior to separation from the University, a candidate in a program leading to initial teacher certification **(B.S.Ed., B.M. in music education, or B.S. in health and physical education - teacher certification),** he or she may not be readmitted to the original major. The academic renewal student must re-enter in a nonteacher certification degree program or as an undeclared student. If a student readmitted under academic renewal subsequently qualifies for formal admission to teacher education based upon the provisions of the Academic Renewal Policy, that student may seek a change of major to a teacher certification program under the prevailing internal transfer policy of the specific program.

Academic Recovery Plan

It is the responsibility of the student to schedule an appointment with his/her academic adviser as soon as possible after learning that he/she is on probation. The meeting should take place no later than the third day of the first semester on probation to allow time to adjust that semester's schedule, if necessary. The student will develop an Academic Recovery Plan (ARP) at that meeting, with the adviser's assistance.

The ARP is intended to identify the problems that contributed to a student going on academic probation and list steps that he/she will take to correct the problems. Students must commit to the changes in behavior necessary to achieve academic success. Steps to be taken might include regular class attendance, repeating failed courses, decreasing the number of credits attempted in a semester, taking reading/study skills courses, decreasing the amount of time spent working or in extracurricular activities, or taking a semester off to deal with personal or financial problems. The ARP is an electronic form that is copied to the student, the adviser, and the office of the special assistant for student policy within a month of the start of each semester.

Academic Renewal Policy

The Office of the Associate Provost through the special assistant for student policy, at its discretion, offers academic renewal to students at the time they apply for readmission.

A. The Academic Renewal Policy permits West Chester University undergraduates whose GPA and total credits earned make it impossible for them to graduate from West Chester University under any other form of readmission, even if they were granted five more repeats. Students can be admitted only once under the Academic Renewal Policy, and it is not retroactive if a student has already been readmitted. Students who were previously enrolled in an education degree program, see paragraph B below.

1. A student must have had a minimum of a five-year absence from West Chester University.
2. All grades for courses previously taken will remain on the WCU academic database; academic renewal will be noted on a new transcript. General education courses previously taken and passed with a grade of C or better will be maintained on the student's record as T's. Departments may require their majors and minors to repeat any or all major, minor, cognate, and supporting courses, even if the student had earned a grade of C (2.00) or better in them, and even if the department accepts less than a C in the course for its majors/minors.
3. Beginning with readmission, students will be treated as first-time, first-year admits; i.e., granted all privileges of that group (permitted to use the repeat policy, eligible for graduation with honors, etc.). Because these students are considered to be first-time admits, they have the option to enter a different major than the one in which they were originally enrolled. The selected department will be notified that this is an academic renewal student, and that department has the right to refuse admission to its programs.
4. Academic renewal students will

be treated as readmits in terms of catalog academic rulings. General education, major, minor, and cognate areas are based on the catalog in the year they were granted academic renewal. Students pursuing an education degree need to refer to the paragraph above concerning this.

B. If a student is approved for readmission to the University under the academic renewal policy and the student was, prior to separation from the University, a candidate in a program leading to initial teacher certification (B.S.Ed., B.M. in music education, or B.S. in health and physical education – teacher certification), he or she may not be readmitted to the original major. The academic renewal student must re-enter either in a program that does not lead to teacher certification, or as an undeclared student.

1. If a student readmitted under academic renewal wishes to apply for formal admission to teacher education status, that student may seek a change of major to a teacher certification program under the prevailing internal transfer policy of the specific program. The student must meet all requirements for formal admission to the desired program, including the minimum cumulative GPA.
2. When the student applies to re-enter a program leading to teacher certification, the qualifying cumulative GPA will be based on the
   a. grades earned in those courses which were retained in the renewal process (even though these courses no longer contribute to the WCU cumulative GPA),
   b. grades of any transfer courses, and
   c. grades earned at WCU after returning under renewal (a minimum of 15 credits).

Taking Courses Off Campus

West Chester University students may take courses off campus and transfer the credits. Credit for these courses will transfer in to West Chester University only if the student's cumulative GPA from the institution where the courses are taken is 2.00 or higher on a 4.00 grading scale. Grades received in courses taken at other institutions are not calculated in the West Chester cumulative GPA; only the credits may be transferred. All minimum grade requirements of the student's major/minor program for individual courses also must be met for credit to transfer. The equivalency of the desired course must be established before the student takes the course off campus. Prerequisites also must be met before the courses will be transferred into the University.

Departments determine which courses at other schools are equivalent to specific courses in their department so that they can evaluate incoming transfer credits. They must inform the Office of the Registrar of those equivalencies, and the Registrar must keep a record of those equivalencies. If equivalency has been established for incoming transfer students, it also exists for matriculated West Chester students who wish to take the course off campus.

The student should contact the Office of the Registrar to determine which course is equivalent. If an agreement exists, the Office of the Registrar will specify the course to be taken and sign the form to indicate equivalency. If there is no record of equivalency for this course at the student's chosen school, the office cannot sign the form. In those cases, the student must contact the chair of the West Chester University department that offers the course and have equivalency determined. The signature of the registrar or the course's department chair indicates equivalency only; it does not grant or deny approval to take the course off campus.

Procedure: To ensure that equivalencies are current, the Office of the Registrar will establish a schedule for obtaining current syllabi and supporting documents from institutions that are most frequently involved in transfer credit evaluations. The Office of the Registrar will make this information available to department chairs to assist them in updating equivalency evaluations.

NOTE: Undergraduate students who take and complete a course at West Chester University may not repeat the course at another institution and have the credits or grade count towards a West Chester degree.

Transfer of Credit

Credit may be granted for equivalent courses completed in accredited institutions of higher education. Credit for work completed at an unaccredited institution may be granted on the recommendation of the student's major department in consultation with the school or college dean and transfer credit analyst. (See also "Admission to West Chester" and the section on "Taking Courses Off Campus.")

Grades of D or above are accepted for transfer if the credit is for equivalent courses within the framework of general requirements or free electives, provided the transferred course does not satisfy a major field requirement as well. The student also must have a 2.00 overall GPA from the institution from which they are transferring.

Grades in a course submitted for transfer as a major program requirement must be the same or higher than the minimum grade required by the department. For example, if a program requires that a student earn a B or better in a major program requirement, then the student requesting transferring credit from another institution must have earned a minimum of B in the parallel course. If a student earns a lower grade than the requirement, the department may require the course to be repeated at West Chester University.

If a student changes his or her major, grades originally approved for transfer will be re-evaluated by the new major department.

No course equivalency transfer credit will be given for WCU courses numbered at the 300 or 400 level, unless the courses are taken at an institution that grants a baccalaureate degree. Departments have the right to accept courses for their majors as XXX 199 or TRN 199 credits. An exception will be made for departments that have already established equivalency with nonbaccalaureate institutions for transferring courses at the 300 level. Those established equivalency agreements will remain in effect.

Transcripts will be evaluated by the Office of the Registrar prior to enrollment. Students will be sent a copy of the report.

Transfer Credit Appeal Process

All questions and appeals regarding the transfer of credits to West Chester University should be directed to the transfer credit area in the Office of the Registrar. All questions will be reviewed by the University's official credit evaluators and, if need be, will also be reviewed in consult with the chairperson of the appropriate department. If a course syllabus and/or description is needed to further investigate the student's appeal, it will be the student's responsibility to provide this information. The Office of the Registrar

will strive to respond to the student with a final determination within a two-week (or less) period of time.

IN ORDER TO RECEIVE FULL CREDIT FOR COURSES TAKEN ELSEWHERE AND FOR PROFICIENCIES DEMONSTRATED ON ADVANCED PLACEMENT OR COLLEGE LEVEL EXAMINATION PROGRAM (CLEP) EXAMINATIONS, THE TRANSFER STUDENT SHOULD CONSULT WITH THE TRANSFER CREDIT AREA IN THE OFFICE OF THE REGISTRAR PRIOR TO ENROLLING IN ANY POTENTIALLY EQUIVALENT COURSE AT WEST CHESTER.

Transfer students should refer to the Academic Passport Policy under "Admissions." Specifics of the Academic Passport Policy implications for West Chester University students can be obtained from the Office of the Registrar.

Policy on Correspondence Courses

The University does not allow credit for courses taken through correspondence.

Advanced Placement Program

Courses taken under the Advanced Placement Program offered by the College Entrance Examination Board may be applied toward advanced placement in the University and/or toward credit requirements for graduation. Courses taken under the Advanced Placement Program offered by the College Entrance Examination Board may be applied toward advanced placement in the University and/or toward credit requirements for graduation. For information about the Advanced Placement Program, contact the College Board directly. For questions about West Chester University's policy, see the "Facts" section of the registrar's Web page.

Experiential Learning Credits (Life Learning Experience)

West Chester University offers three programs that assess learning acquired outside of the traditional classroom. The University evaluates and awards credits on a course basis; therefore, students must demonstrate competence in a particular course, not a general body of knowledge. Students may earn a maximum of 32 credits through any combination of these three programs.

- CLEP—the College Level Examination Program is a series of standardized tests offered by the College Board in approximately 30 different subject areas. West Chester University accepts the examinations, for degree credit only, in which the score is in the 50th percentile or above. The examinations are given at the University every month but December. West Chester University does NOT accept the general examinations of CLEP. Information, including fees, test dates, available exams, etc., is available through the Office of the Registrar.
- Portfolio Development and Assessment—Students may choose to develop a portfolio as a means of demonstrating competence in a course. A portfolio consists of a brief autobiographical sketch, and extensive description of the student's learning experiences and supporting documentation such as a job description, certificates from training courses, letters of recommendation, etc. The portfolio is evaluated by an appropriate faculty member who will also usually require an interview. The charge for portfolio assessment is one-half the tuition for the course. Information describing portfolio assessment is available through the Center for Adult Studies.
- Credit by Examination—The third option is credit by examination which is described earlier in this catalog.

Requirements for Graduation

A student is recommended for graduation upon the satisfactory completion of a **minimum of 120 semester hours at the 100 level or aboye** and upon fulfillment of all categories of the requirements for his or her degree. A minimum overall cumulative GPA of 2.00 (C) is required for graduation. The minimum GPA for major requirements varies by major. Students should consult with their respective department. Specific programs, in accordance with University procedures, may set other higher standards and may require more than 120 credits for completion of the degree. Degree requirements are detailed under the heading of the subject field. See also "Requirements for the Baccalaureate Degree." A student must file for graduation no later than the end of the junior year. It is imperative that the student meet with his or her academic adviser. Students can obtain a copy of the graduation checklist from the Office of the Registrar. Any student currently matriculated in the University may graduate after completion of 120 credits,

PROVIDED

a. he/she has completed all general education requirements, which include nine credits of free/student electives, that are specified in the catalog for the year that the student was most recently accepted into WCU;
b. **AND** he/she has completed all courses required by the major, to include all supporting (cognate) courses;
c. **AND** he/she is only eliminating free electives within the major, but not the nine credits of general education free/student electives (needed in "a" above).

Any senior who does not complete all degree requirements within 30 calendar days of the end of the term in which he or she intends to graduate must pay the diploma fee again before an updated diploma will be issued. Such a student, however, does have the right to request a letter from the University confirming his or her graduation after all requirements have been satisfactorily completed.

The permanent record (transcript) records all degrees, majors, and minors completed, but a diploma only shows one degree. Students who simultaneously complete two undergraduate degrees and who wish to receive two diplomas, each printed with one of their degrees, may do so by paying a second diploma fee.

Resident Credit Requirement

To qualify for graduation, a student must take at least 30 of his/her last 45 semester hours of credit at West Chester University. Normally, the student will take the last 30 semester hours at West Chester. In addition, a student must take at least 50% of the courses in his/her major or minor discipline (excluding cognate courses) at West Chester University. For active-duty service members, the academic residency requirements will not exceed 25% of the undergraduate degree program.

Anticipated Time for Degree Completion

It is the *expectation* that a student should anticipate being able to graduate in eight consecutive fall/spring semesters. This expectation would not apply if any of the following conditions exist:

1. A student needs to complete developmental courses.
2. A student enters the major of graduation after the first semester of his/her first year.
3. A student transfers to West Chester University and has compiled courses

that do not fit into his/her current program.

4. A student fails to meet the minimal standards of academic performance of the University of his/her major program.
5. A student chooses to repeat one or more courses.
6. A student fails to follow guidelines set forth to meet major or University requirements.
7. A student who selects the culture cluster option requires an extra semester to meet that requirement.

In order to graduate following (or within) the *expectation*, it is the student's responsibility to consult with the major department for course scheduling guidelines in the major.

The *expectation*, however, is invalidated when the following conditions exist:

1. A program requires more than 120 hours for completion.
2. The sequencing of courses requires more than eight consecutive fall/spring semesters.
3. A program requires the completion of requirements that can only be met in summer.

Nothing in this policy prevents the offering of a program that does not meet expectations. Such programs, however, are so identified in the University catalog.

Each department will determine when its courses will be offered.

Required Notice of Intention to Graduate

Students intending to graduate in May or August *must* apply for graduation online via the myWCU Web portal by December 30 of the previous year. Students who need to take summer courses in order to complete degree requirements are considered August graduation applicants. August graduation applicants may participate in the May commencement exercises if they apply by the deadline. Students intending to graduate in December *must* apply online before classes start for that fall semester.

Students must meet the deadlines in applying for graduation. These deadlines are set so that students have an opportunity to add/change courses in meeting final requirements, as well as have their name printed in the commencement program. Students who miss the deadline to apply online must apply for graduation in person in the Office of the Registrar. Having to apply in person will greatly reduce the opportunity for a student's name to appear in the commencement program.

After applying for graduation online, students will receive an e-mail notification, which is sent to their University e-mail account, regarding their general education clearance. The graduation fee of $86 is applied as soon as a student submits the online application. In addition, students will receive information about ordering their cap and gown.

Students are encouraged to meet with their academic adviser for departmental requirements prior to submitting their application to graduate.

Graduation Honors

Graduation honors are awarded as follows:

	Cumulative GPA
cum laude	3.250 - 3.499
magna cum laude	3.500 - 3.749
summa cum laude	3.750 - 4.000

The honors list for commencement is based on the GPA from the next-to-last semester before a student graduates. A transfer student must have **60 credits (earned+currently attempted)** reported at West Chester University prior to that time to be recognized. Those who do not attain honors distinctions until the end of their final semester, or those transfer students with honors distinction who do not complete 60 hours until the end of the final semester, will have recognition of their achievement on their final transcripts, where all honors distinctions are recorded.

Transcripts

Requests for official transcripts are made by writing to the Office of the Registrar, Kershner Student Center, 25 University Ave. The fee is $3 for each transcript. Immediate transcripts are $5 upon request. Checks, payable to West Chester University, must accompany either request.

Directory Information — Rights and Privacy Act of 1974

West Chester University from time to time makes public certain kinds of information about students, such as the names of those who receive scholarships, who hold offices, or who are members of athletic teams. Various kinds of campus directories are published throughout the year to help members of the University community locate and communicate with each other. The commencement programs publish the names of those who have applied for graduation.

The Family Educational Rights and Privacy Act of 1974 defines the term "directory information" to include the following categories of information: the student's name, address, telephone number, e-mail address, date and place of birth, major field of study, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, participation in officially recognized activities and sports, scholarship information, and weight and height of members of athletic teams. The University will limit information that is made public to categories such as these but will not necessarily publish all such information in every listing.

Undergraduate and graduate students who **do not wish** to have any or all of such directory information published without their prior consent must submit a "'Request to Prevent Disclosure of Directory Information" form to the Office of the Registrar within 15 calendar days after the beginning of each fall semester. If a student places this hold on his/her account, it will remain in effect until otherwise notified.

Student Name Changes

Any student wishing to change his/her name from that currently on record must provide legal documentation supporting the change. This must be the original or a notarized photocopy of a court-generated document, such as a marriage license, court order, divorce decree, etc. A driver's license is not adequate. Requests for name changes received through the mail will be acknowledged by letter.

Exception to Academic Policies

Students may file a petition that requests exception to academic policies. Petition forms are available in the Office of the Registrar and on the Registrar's Web page. Students who may request an exception because of a disability should refer to page 34, "Services for Students with Disabilities."

The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974, as amended, is a federal law which states (a) that a written institutional policy must be established and (b) that a statement of adopted procedures covering the privacy rights of students be made available. The law provides that the institution will maintain the confidential-

ity of student education records.

West Chester University accords all rights under the law to students who are in attendance at the University, and in certain instances to the parents of dependent students, as defined in Section 152 of the Internal Revenue Code of 1954. Basically, a dependent student is a student whose parent(s) provides more than half of his/her support. Generally, the University does not provide information to parents because of this act. However, exceptions are made if:

1. the student gives his or her parents written consent if the student is independent; or
2. the parents provide a certified copy of their most recent Federal Income Tax Form reflecting dependency status of the son/daughter which must be on file in the **Office of the Registrar.**

No one outside the institution shall have access to, nor will the institution disclose, any information from students' education records without the students' written consent except to personnel within the institution who have an educational need, to officials of other institutions in which students seek to enroll, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, a valid subpoena, and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the act.

Within the West Chester University community, only those members, individually or collectively, acting on the student's educational interest are allowed access to student education records. These members include, without limitation, personnel in the offices of the Registrar, Bursar, Financial Aid, Admissions, and academic personnel within the limitations of their need to know.

At its discretion the institution may provide directory information in accordance with the provisions of the act to include a student's name, address, telephone number, e-mail address, date and place of birth, major field of study, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, participation in officially recognized activities and sports, scholarship information, weight and height of members of athletic teams, and all other information defined as directory information by West Chester University. Students may withhold directory information by submitting a "Request to Prevent Disclosure of Directory Information" form to the Office of the Registrar within 15 calendar days after the beginning of each fall semester. If a student places this hold on his/her account, it will remain in effect until otherwise notified.

The law provides students with the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if the decisions of the hearing panels are unacceptable. The University registrar at West Chester University has been designated by the institution to coordinate the inspection and review procedures for student education records, which include admissions, personal, and academic. Students wishing to review their education records must make written requests to the Office of the Registrar listing the item or items of interest. Only records covered by the act will be made available within 45 days of the request. Students may have copies made of their records with certain exceptions, or a copy of the academic record for which a financial hold exists. These copies will be made at the students' expense. Education records do not include records of instructional, administrative, and educational personnel which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute, records of the law enforcement unit, employment records, or alumni records. Health records, however, may be reviewed by physicians of the students' choosing.

Students **may not** inspect and review the following as outlined by the act: financial information submitted by their parents, confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case the institution will permit access **only** to that part of the record which pertains to the inquiring student. The institution is not required to permit students to inspect and review confidential letters and recommendations placed in their files prior to January 1, 1975, provided those letters were collected under established policies of confidentiality and were used only for the purposes for which they were collected.

Students who believe that their education records contain information that is inaccurate or misleading, or is otherwise in violation of their privacy or other rights, may discuss their problems informally with the Office of the Registrar. If the decisions are in agreement with the students' requests, the appropriate records will be amended. If not, the students will be notified within a reasonable amount of time that the records will not be amended, and they will be informed by the Office of the Registrar of their right to a formal hearing. Student requests for a formal hearing must be made in writing to the associate vice president for academic affairs who, within a reasonable period of time after receiving such request, will inform students of the date, place, and time of the hearing. Students may present evidence relevant to the issues raised and may be assisted or represented at the hearings by one or more persons of their choice, including attorneys, at the students' expense. The hearing panels which will adjudicate such challenges will be the individuals designated by the University.

Decisions of the hearing panels will be final, will be based solely on the evidence presented at the hearing, will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. Their education records will be corrected or amended in accordance with the decisions of the hearing panels, if the decisions are in favor of the student. If the decisions are unsatisfactory to the student, the student may place with the education record statements commenting on the information in the records, or statements setting forth any reasons for disagreeing with the decisions of the hearing panels. The statements will be placed in the education records, maintained as part of the students' records, and released whenever the records in question are disclosed.

Students who believe adjudications of their challenges were unfair or not in keeping with the provisions of the act may request, in writing, assistance from the president of the institution to aid them in filing complaints with Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-4605.

Revisions and clarifications will be published as experience with the law and the institution's policy warrants.

This policy has been adopted in accordance with the Family Educational Rights and Privacy Act, 20 U.S.C. 1232(g), and the regulations promulgated thereunder at 34 C.F.R. 99.1 et seq., and that reference should be made to that statute and regulations for additional information.

Please contact the Office of the Registrar with any questions.

ADA Policy Statement

West Chester University is committed to equality of opportunity and freedom from discrimination for all students, employees, applicants for admission or employment, and all participants in public University-sponsored activities. In keeping with this commitment, and in accordance with the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973, the University will make every effort to provide equality of opportunity and freedom from discrimination for all members of the University community and visitors to the University, regardless of any disability an individual may have. Accordingly, the University has taken positive steps to make University facilities accessible to individuals with disabilities and has established procedures to provide reasonable accommodations to allow individuals with disabilities to participate in University programs.

The director of the Office of Social Equity has been designated as the ADA coordinator for the University. In this capacity, the director of social equity works with the University ADA Committee to advance University policies and procedures that will provide equal educational and employment opportunities for individuals with disabilities. The Office of Social Equity has an established process to investigate and address any complaints of discrimination on the basis of a disability. Any individual who has a suggestion, question, or complaint regarding ADA issues is encouraged to contact the director of social equity, 13/15 University Avenue, 610-436-2433.

West Chester University has also established the Office of Services for Students with Disabilities, which operates as a centralized service for addressing the needs of students with disabilities and as a resource center for students, faculty, and staff. A student who wants to request an accommodation and/or receive specialized services should contact the director of the OSSD. The policies and procedures used by the OSSD are contained in the West Chester University Handbook on Disabilities, which is available in the OSSD, 223 Lawrence Center, V/TDD 610-436-3217.

Various housing facilities and services are available for resident students with disabilities. For this and other information about on-campus housing and food service, please contact the Office of Residence Life and Housing, 202 Lawrence Center, 610-436-3307.

The Office of Human Resource Services has been designated as the contact person for employees and applicants seeking to request an accommodation. The Office of Human Resource Services is located at 201 Carter Drive, 610-436-2800.

West Chester University is involved in the ongoing process of renovating campus buildings to ensure accessibility for all individuals. Many of our buildings are currently accessible, but some are awaiting renovation. To find out whether a particular location is accessible or how to access a location, please contact the space manager at 610-436-3348. To make arrangements for changes to a particular facility to ensure accessibility, please contact the manager of campus projects at 610-436-3599.

Structure of Academic Affairs

ACADEMIC AFFAIRS DIVISION

Linda L. Lamwers, *Vice President for Academic Affairs/Provost*
Darla Spence Coffey, *Associate Provost*
- Admissions
- Financial Aid
- Honors College
- Registrar

Michael Aweyoh, *Associate Vice President for Sponsored Research*
Idna M. Corbett, *Dean, Undergraduate Studies and Student Support Services*
- Academic Development Program
- Freshman Interest Groups
- Learning Assistance and Resource Center
- Office of Services for Students with Disabilities
- Pre-Major Academic Advising Program

Jan Hickman, *Dean, Graduate Studies and Extended Education (Interim)*
- Adult Studies
- Center for International Programs

C. Gil Wiswall, *Special Assistant to the Provost*

COLLEGE OF ARTS AND SCIENCES

Lori Vermeulen, *Dean*
Deirdre Pettipiece, *Associate Dean*
Sandra Kerr, *Associate Dean (Interim)*

- Anthropology and Sociology
- Biology
- Chemistry
- Communication Studies
- Computer Science
- English
- Geology and Astronomy
- History
- Interdisciplinary Programs
- Languages and Cultures
- Liberal Studies
- Mathematics
- Pharmaceutical Product Development
- Philosophy
- Physics and Pre-Engineering
- Pre-Medical Program
- Psychology
- Women's and Gender Studies

COLLEGE OF BUSINESS AND PUBLIC AFFAIRS

Christopher M. Fiorentino, *Dean*
Michelle Patrick, *Associate Dean*

- Accounting
- Criminal Justice
- Economics and Finance
- Geography and Planning
- Management
- Marketing
- Political Science
- Social Work
- Graduate Social Work

COLLEGE OF EDUCATION

George Drake, *Interim Dean*
Joyce Huth Munro, *Associate Dean of Partnerships, Grants, and Faculty Development*

- Counselor Education
- Early and Middle Grades Education
- Literacy
- Professional and Secondary Education
- Special Education
- Teacher Certification

COLLEGE OF HEALTH SCIENCES

Donald E. Barr, *Dean*
Raymond Zetts, *Associate Dean*

- Communicative Disorders
- Health
- Kinesiology
- Nursing
- Sports Medicine

COLLEGE OF VISUAL AND PERFORMING ARTS

Timothy V. Blair, *Dean*
John Villella, *Associate Dean*

- Art
- School of Music
  - Applied Music
  - Music Education
  - Music History and Literature
  - Music Theory and Composition
- Theatre and Dance

LIBRARY

Richard H. Swain, *Director*
Adele Bane, *Associate Director*

Undergraduate Programs at West Chester

Students may enroll at West Chester University in programs leading to the following degrees or certificates:

Bachelor of Arts (B.A.)
Bachelor of Fine Arts (B.F.A.)
Bachelor of Music (B.M.)
Bachelor of Science (B.S.)
Bachelor of Science in Education (B.S.Ed.)
Bachelor of Science in Nursing (B.S.N.)
Bachelor of Social Work (B.S.W.)
Local Certificate (CERTIF)
Teaching Certificate (TCHG CERT)

PROGRAMS OF STUDY

Accounting B.S.
American Studies B.A.
Anthropology B.A.
Art (Studio) B.F.A.
Athletic Training B.S., CERTIF
Biochemistry B.S.
Biology B.A., B.S., B.S.Ed., TCHG CERT
Biology–Cell and Molecular, Ecology, Medical Technology, Microbiology, B.S.
Business Management B.S.
Chemistry B.S., B.S.Ed., TCHG CERT
Chemistry-Biology B.S.
Communication Studies B.A.
Communicative Disorders B.A.
Computer and Information Sciences B.S.
Criminal Justice B.S.
Early Childhood Education B.S.Ed., TCHG CERT
Early Grades Preparation, PreK-4 B.S.Ed., TCHG CERT
Earth–Space Science – Astronomy B.S.Ed.
Economics B.S.
Education for Sustainability (CERTIF)
Elementary Education B.S.Ed., TCHG CERT
English B.A., B.S.Ed., TCHG CERT
Finance B.S.
Forensic and Toxicological Chemistry B.S.
French B.A., TCHG CERT
General Science TCHG CERT
Geography B.A.
Geoscience–Earth Systems B.S.
Geoscience–Geology B.S.
German B.A., TCHG CERT
Health and Physical Education B.S., TCHG CERT
Health and Physical Education–Exercise Specialist B.S.
Health Science–General B.S.
Health Science–Respiratory Care B.S.
History B.A.
Latin B.A., TCHG CERT
Liberal Studies–Arts and Sciences B.A.
Liberal Studies–Science and Mathematics B.S.
Liberal Studies–Professional Studies B.S.
Marketing B.S.
Mathematics B.A., B.S., B.S.Ed., TCHG CERT
Middle Grades Preparation, Grades 4-8 B.S.Ed., TCHG CERT
Music Theory and Composition B.M.
Music Education B.M., TCHG CERT
Music Performance B.M.
Music: Studies in an Outside Field B.M.
Nursing B.S.N.
Nutrition and Dietetics B.S.
Pharmaceutical Product Development B.S.
Philosophy B.A.
Physical Education (See Health and Physical Education)
Physics B.S., B.S.Ed., TCHG CERT
Physics–Engineering B.S.
Political Science B.A.
Political Science–International Relations B.A.
Political Science–Applied Public Policy B.A.
Pre-Medical (see Chemistry–Biology)
Psychology B.A.
Public Health–Environmental B.S.
Public Health–Health Promotion B.S.
Respiratory Care (See Health Sciences) B.S.
Russian B.A., TCHG CERT
Russian Studies CERTIF
Secondary Education (See individual concentration) B.S.Ed., TCHG CERT
Social Studies TCHG CERT
Social Work B.S.W.
Sociology B.A.
Spanish B.A., TCHG CERT
Special Education B.S.Ed., TCHG CERT
Theatre Arts B.A.
Women's Studies B.A.

KEY

The following symbols designate course attributes in the course description sections:

- I Approved interdisciplinary course
- ▲ Crosslisted course
- F Culture cluster
- J Diverse communities course
- M Majors only
- ◆ This course may be taken again for credit.
- W Writing emphasis

COREQ means that a course must be taken concurrently with the one being offered.

PREREQ means that a course must be taken before the one being offered.

FATE means formal admission to teacher education.

Programs of Study and Course Offerings

Guide to the Catalog

Departments are arranged alphabetically. Headings at the top of each page indicate the college where a department is located, or see the "Structure of Academic Affairs" on page 62.

Students may obtain a typical sequence of courses for any program from the office specified in this catalog.

Please note that all courses, course descriptions, course sequences, and course substitutions are subject to change. Current information is available from the appropriate department chair, dean, or program coordinator.

Guide to Course Prefixes

Many program descriptions in this catalog refer to courses offered by other departments using a course abbreviation called a prefix. In addition, some course prefixes do not use the logical initials of the courses to which they refer (e.g., ABC is used to indicate instrumental music courses). To assist in locating the department or program which uses each prefix, the following guide to course prefixes is provided.

PREFIX	DEPARTMENT/PROGRAM
ABC	Applied Music
ACC	Accounting
ADM	Administration, Leadership for Women
AEB	Applied Music
AEL	Educational Development Services
AEO	Instrumental Music
AER	Educational Development Services
AES	Applied Music
AIC	Applied Music
AIM	Applied Music
AJZ	Applied Music
ALC	Applied Music
AMC	Applied Music
AMS	American Studies
ANT	Anthropology and Sociology
APC	Applied Music
ARB	Languages and Cultures
ARC	Applied Music
ARH	Art
ART	Art
ASC	Applied Music
AWC	Applied Music
AWM	Applied Music
BAR	Applied Music
BAS	Applied Music
BIL	Biology
BIO	Biology
BLA	Marketing
BSN	Applied Music
CBA	Applied Music
CHE	Chemistry
CHO	Applied Music
CLS	Comparative Literature Studies/ English
CLT	Applied Music
COM	Communication Studies
CRJ	Criminal Justice
CRL	Chemistry
CRW	English
CSC	Computer Science
CST	Computer Science
CSW	Computer Science
DAN	Theatre and Dance
ECE	Early Childhood Education
ECH	Languages and Cultures
ECO	Economics
EDA	Special Education
EDC	Counselor Education
EDE	Elementary Education
EDF	Professional and Secondary Education
EDM	Professional and Secondary Education
EDO	Professional and Secondary Education
EDP	Counselor Education; Professional and Secondary Education
EDR	Literacy
EDS	Professional and Secondary Education
EEE	Professional and Secondary Education
EFR	Languages and Cultures
EGE	Languages and Cultures
EGP	Early and Middle Grade Education
EIT	Languages and Cultures
ERU	Languages and Cultures
ENG	English
ENV	Health
ESP	Languages and Cultures
ESL	Geology and Astronomy
ESS	Geology and Astronomy
EXS	Kinesiology
FIN	Economics and Finance
FLM	English/Comparative Literature
FLU	Applied Music
FRE	Languages and Cultures
FRH	Applied Music
GEO	Geography and Planning
GER	Languages and Cultures
GRE	Languages and Cultures
GTR	Applied Music
HAR	Applied Music
HBI	Political Science
HBW	Languages and Cultures
HEA	Health
HIS	History
HON	Honors College
HRP	Applied Music
HTL	Health
INB	Management
IND	Geology and Astronomy
INS	Applied Music
ITA	Languages and Cultures
JRN	English
KEM	Applied Music
KIL	Kinesiology
KIN	Kinesiology
LAN	Languages and Cultures
LAT	Languages and Cultures
LIN	Languages and Cultures/ Linguistics Program
LIT	English
LST	Liberal Studies
MAK	Applied Music
MAT	Mathematics
MGP	Early and Middle Grades Education
MGT	Management
MHL	Music History
MIP	Applied Music
MIS	Management
MKT	Marketing
MRC	Applied Music
MSI	Educational Development
MTC	Music Theory and Composition
MTL	Mathematics
MUE	Music Education
MWB	Applied Music
MWJ	Music Theory and Composition
MWP	Applied Music
NSG	Nursing
NSL	Nursing
NTD	Health
NTL	Health
OBO	Applied Music
ORG	Applied Music
PEA	Physical Education/Kinesiology
PER	Applied Music
PHI	Philosophy
PHL	Physics
PHR	Physics
PHS	Physics
PHY	Physics and Pre-Engineering
PIA	Keyboard Music
PMG	Political Science
POR	Languages and Cultures
PPD	Pharmaceutical Product Development
PSC	Political Science
PSY	Psychology
RUS	Languages and Cultures
SAX	Applied Music
SCB	Biology
SCC	Chemistry
SCE	Geology and Astronomy
SCI	Geology and Astronomy; Physics
SMD	Sports Medicine
SML	Sports Medicine
SOC	Anthropology and Sociology
SPA	Languages and Cultures
SPK	Communication Studies
SPP	Communicative Disorders
SSC	Ethnic Studies, Peace and Conflict Studies, Social Studies
STA	Mathematics
SWO	Social Work
TBA	Applied Music
THA	Theatre and Dance
TPT	Applied Music
TRB	Applied Music
VCL	Applied Music
VLA	Applied Music
VLN	Applied Music
VOC	Applied Music
VOI	Applied Music
WOS	Women's and Gender Studies
WRH	English
WRT	English

Department of Accounting

309A Anderson Hall
610-436-2812
A.J. Cataldo, *Chairperson*
PROFESSORS: A. Naggar, A.J. Cataldo
ASSOCIATE PROFESSORS: Flynn, Fuller, Galbraith, Oehlers

Mission

The mission of the Department of Accounting is to provide quality academic instruction and advising to students enrolled in business programs. For the accounting major, the department prepares students to be professional accountants by providing the skills and knowledge necessary to perform competitively on national certification examinations, to be proficient in performing a wide variety of accounting-related tasks in both public accounting and industry, as well as assume leadership roles in accounting and business.

In support of this mission, the department encourages faculty to maintain professional certification, participate in professional education, remain current in the latest developments in accounting and business, and engage primarily in applied and pedagogical research.

The department prepares accounting graduates to

- understand basic accounting concepts;
- critically analyze accounting problems and develop solutions;
- use quantitative methods and technology to analyze accounting problems;
- effectively communicate information of an accounting nature through written and oral presentation;
- effectively interact with others as part of a team;
- understand the importance of ethical decision making in accounting; and
- understand the impact of globalization on accounting.

The Department of Accounting offers a full program of accounting courses designed to prepare a student for entrance into the fields of public, private, or governmental accounting. Students successfully completing the curriculum should be adequately prepared to take the Certified Public Accountant (CPA) and Certified Management Accountant (CMA) examinations.

BACHELOR OF SCIENCE — ACCOUNTING

120 semester hours

1. General ed. requirements, see pages 38–44 — 48 semester hours
   Includes CSC 110 or 115 or 141; ECO 111*; MAT 105* or 107* or 108* or 110* or 161*; PHI 101 or 150 or 180; SPK 208* or 230*; and nine semester hours of student electives
2. Business core — 36 semester hours
   ACC 201*, 202*; BLA 201*; ECO 112*, 251*, 252*; FIN 325*; MGT 200*, 313*, 341*, 499*; MKT 325*
3. Other required courses — 3 semester hours
   MAT 108 or 161 (If either of these MAT courses is completed with a grade of C or better to fulfill general requirements, then a free elective may be substituted.)
4. Accounting major courses — 27 semester hours
   ACC 301*, 302*, 303*, 305*, 401*, 403*, 404*, 405*, 407*
5. Business electives — 3 semester hours
   300-level or above courses in BLA, ECO, FIN, INB, MGT, MIS, MKT, or ENG 368
6. Restricted electives — 3 semester hours
   Three semester hours of any 100-level or above nonbusiness course.

A minimum of 30 semester hours in business courses must be completed at West Chester University, with a minimum of 15 semester hours in 300-400 level ACC courses.

To enroll in 400-level courses, the following courses must have been successfully completed: ACC 202; ECO 251, 252; MAT 108 or 161.

All internal and external transfers must complete ACC 201, ECO 111, ECO 112, and MAT 105, 107, 108, 110 or 161 with a grade of C or better in order to be admitted to the program.

To progress in the accounting major program, students must maintain a 2.50 overall GPA and pass an Excel proficiency exam to register for 300- or 400-level business courses. To graduate, students must have a 2.50 overall GPA.

Accounting Minor — 18 semester hours

1. Required courses* — 12 semester hours
   ACC 201, 202, and 301; ECO 111
2. Electives* — 6 semester hours
   Any two of the following courses:
   ACC 300, 302, 303, 305, 403, 404, 407, and 420

* A minimum grade of C must be attained in each of these courses.

COURSE DESCRIPTIONS
ACCOUNTING

Symbol: ACC

The objective of the accounting concentration is to prepare students for accounting careers in business, for the CPA examination, and for the private practice of accounting.

201 Financial Accounting I (3) Introduction to financial accounting. A conceptual approach to recording, financial summarizing, and presentation and evaluation of the financial affairs of a business firm.

202 Managerial Accounting II (3) Introduction to management accounting. Accumulating, processing, and interpreting financial data to be used as a basis for making managerial decisions in a business firm. PREREQ: ACC 201.

300 Fraud Examination for Managers (3) Introduction to tools necessary to understand the prevention, detection, and investigation of accounting fraud. PREREQ: ACC 201.

301 Intermediate Accounting I (3) Analysis and evaluation of assets, liability, and capital account. Problems of income measurement and recognition. PREREQ: ACC 202.

302 Intermediate Accounting II (3) Continuation of ACC 301. PREREQ: ACC 301.

303 Cost Accounting I (3) Techniques of product unit cost determination and uses of cost data in managerial decisions. PREREQ: ACC 202.

304 Cost Accounting II (3) Continuation of ACC 303. PREREQ: ACC 303 and minimum 2.5 cumulative GPA.

305 Intermediate Accounting III (3) Continuation of ACC 302. PREREQ: ACC 302.

400 Accounting Internship (3-6) The business internship for students in accounting enhances the student's educational experience by providing a substantive work experience in the business world. PREREQ: Internship program coordinator's approval.

401 Auditing (3) Introduction to auditing as a tool for verification of the fair representation of financial statements. PREREQ: ACC 302.

403 Federal Taxation I (3) A study of individual and federal income taxes, with some business application. Emphasis on tax planning for minimization of tax liability. PREREQ: ACC 202.

404 Federal Taxation II (3) A study of the principles of federal income taxation on corporations and corporate distributions, partnerships, estates, and trusts. Emphasis is on tax planning and researching complex problems. PREREQ: ACC 403.

405 Advanced Accounting (3) In-depth study of business combinations and consolidations, government accounting, and other specialized topics. PREREQ: ACC 302.

407 Not-for-Profit and Governmental Accounting (3) A study of accounting principles and procedures of not-for-profit and governmental organizations. The course includes accounting for the local, state, and federal government, hospitals, colleges and universities, public schools, and charities. PREREQ: ACC 202.

◆ **W 410 Directed Studies in Accounting (1-3)** Special research projects, reports, and readings in accounting. Open to seniors only. PREREQ: Permission of instructor.

415 Professional Accounting (3) This course is intended to develop and implement students' knowledge currently required for professional accounting careers. PREREQ: Senior standing and instructor's approval.

420 Accounting Information Systems (3) Accounting information systems development, processing, and controls with emphasis on current computer-based systems and programs used in accounting fields. PREREQ: ACC 202.

◆ This course may be taken again for credit.
W Writing emphasis course

Department of Anthropology and Sociology

102 Old Library
610-436-2556
Douglas McConatha, *Chairperson*

PROFESSORS: Johnston, McConatha, Morales, Stoller
ASSOCIATE PROFESSORS: Freeman-Witthoft, Wholey
ASSISTANT PROFESSORS: DeSousa, Leveille, Ruchti, Zalewski

The Department of Anthropology and Sociology offers two programs leading to the bachelor of arts degree.

1. The B.A. in ANTHROPOLOGY focuses on human biological evolution; on the origin, development, and integration of human cultures; and on the interrelationship of biological and cultural factors in the etiology of human behavior.
2. The B.A. in SOCIOLOGY focuses on understanding the processes involved in the creation, maintenance, and evolution of social structure, and on the impact of diverse structural forms on individual behavior.

Majors in the two B.A. programs should consult the appropriate department handbook and their adviser for current requirements. Students planning to major in one of these programs are advised to take ANT 102 and SOC 200 no later than their sophomore year. Application for admission is made on forms available from the Office of the Registrar.

REQUIREMENTS COMMON TO THE B.A. PROGRAMS

120 semester hours

1. General ed. requirements, see pages 38-44 — 48 semester hours
   Social science requirements:
   ANT majors must take SOC 200
   SOC majors must take ANT 102
2. Language/culture cluster requirement — 0-15 semester hours
3. Program requirements — 60-72 semester hours

BACHELOR OF ARTS — ANTHROPOLOGY

1. Required core courses — 15 semester hours
   ANT 101, 102, 103, 459, and 495
2. Specialization requirements — 18 semester hours
   Six courses in anthropology
3. Cognate requirements — 15 semester hours
   LIN 230; additional courses outside of anthropology approved by the student's adviser
4. Free electives — 12-24 semester hours

BACHELOR OF ARTS — SOCIOLOGY

1. Required core courses — 15 semester hours
   SOC 200, 300, 321, 322, and 492
2. Specialization requirements — 18 semester hours
   Any six advanced courses in sociology
3. Career preparation sequence — 15 semester hours
   Five nonsociology courses approved by the student's adviser
4. Free electives — 12-24 semester hours

Minor Programs

Students may minor in the two following programs. A minimum of 18 semester hours is required. Elective courses are selected in consultation with the student's minor adviser. Students may take either of these minors as one of the minors in the B.A. liberal studies – arts and sciences or B.S. liberal studies – professional studies programs.

Anthropology Minor — 18 semester hours

1. Required courses — 9 semester hours
   ANT 102, either ANT 101 or 103, and one 400-level course in anthropology
2. Elective courses — 9 semester hours
   Three other courses in anthropology

Sociology Minor — 18 semester hours

1. Required courses — 9 semester hours
   SOC 200, 300, and 322
2. Elective courses — 9 semester hours
   Three other courses in sociology

COURSE DESCRIPTIONS
ANTHROPOLOGY

Symbol: ANT

101 Introduction to Anthropology: Biological (3) Fundamentals of human biology, evolution, and the prehistoric development of culture.

102 Introduction to Anthropology: Cultural (3) Comparative analysis of culture systems.

103 Introduction to Anthropology: Archaeology (3) Interpretation of culture through analysis of archaeological remains.

113 Archaeological Field Techniques (3) Implementation of archaeological principles and theory in laboratory and field studies. PREREQ or COREQ: ANT 103.

202 World Ethnology (3) Survey of the social organization, belief systems, and cultures of selected peoples. PREREQ: ANT 102 or permission of instructor.

220 Cultures of Ethnic Groups in America (3) Survey of the cultural history and traditions of ethnic groups in America.

F **224 Native Peoples of South America (3)** This course will introduce the student to the study of native peoples of South America after the European contact. Geographically, the course will cover the cultural characteristics, similarities, and differences among South American natives including the Amazonia.

260 Artifacts and Culture (3) (See also HIS 353.) PREREQ: ANT 102.

◆ **280 Museum Techniques (3)** Exploration of techniques of cataloging, conserving objects, and of designing and setting up exhibits. Involvement in actual museum work. PREREQ: ANT 102 or 103 or permission of instructor.

A. Biological Anthropology

310 Human Paleontology (3) Human origins and evolution, including evolutionary thought, the evolution of nonhuman primates, and the hominin fossil record. PREREQ: ANT 101 or permission of instructor.

312 Medical Anthropology (3) Overview of the field, including theory, methods, and concepts. Evolutionary and ecological bases of disease and health; how culture affects the definition and treatment of illness (including in the U.S.); how culture and biology interact in health and illness; role of healers; application of medical anthropological knowledge to address human problems. PREREQ: ANT 102 or permission of instructor.

B. Ethnology: Area Courses

320 North American Indian Cultures (3) Survey and comparative study of the ethnographic record of North American Indian cultures, including belief systems and social organization. PREREQ: ANT 102.

J **321 American Indian Today (3)** Native Americans in contemporary Anglo-America. PREREQ: ANT 102 or permission of instructor.

F **322 Ethnology of Central America (3)** Survey of the modern cultures of Central America: relationships to ancient peoples; the process of modernization in this area. PREREQ: ANT 102.

F **324 Native Peoples of the Andes (3)** This course provides a comprehensive survey of the historical formation and development of the Andean society before and after the Spanish conquest.

326 Cultures and Peoples of Sub-Saharan Africa (3) Examination of the cultures and societies of Black Africa. PREREQ: ANT 102.

327 Cultures and Peoples of India (3) (See also HIS 302.) PREREQ: ANT 102.

F Culture cluster
◆ This course may be taken again for credit.
J Diverse communities course

◆ **329 Problems in Ethnology (3)** Survey of the ethnographic literature pertaining to specific geographic regions. Area of focus to be announced in advance. PREREQ: ANT 102.

C. Ethnology: Topical Courses

340 Folklore in Society (3) Survey of basic American folklore genres. Emphasis on folklore as process, tradition, and as an element of culture.

341 Social Organization (3) Study of social groups, their structure, and functioning. PREREQ: ANT 102.

342 Political Anthropology (3) Analysis of tribal and peasant political systems. PREREQ: ANT 102.

343 Economic Anthropology (3) Analysis of tribal and peasant economic systems. PREREQ: ANT 102.

344 Magic, Religion, and Witchcraft (3) An analysis of supernaturalistic ideology and ritual in both tribal and civil society. PREREQ: ANT 102.

345 Culture and Personality (3) Study of the relationship between culture systems and personality. PREREQ: ANT 102.

346 Culture Change (3) Empirical and theoretical study of culture change. PREREQ: ANT 102.

J 347 The Culture of Cities (3) This seminar introduces students to the cultural dynamics of city life in the era of globalization. Topics of study include globalization, the politics of urban space, informal economies, and immigration.

348 Dimensions of Ethnographic Film/Video (3) This course will introduce students to the study of ethnographic film/video. Topics to be considered include visual anthropology, ethnographic representation, and film theory.

350 Primitive Art (3) (See also ARH 350). PREREQ: ANT 102.

D. Archaeology

360 Historical Archaeology (3) Historical research through archaeology. Chester County is emphasized through local research projects. PREREQ or COREQ: ANT 103.

F 362 Archaeology of Central America (3) The archaeological record of Central America, covering the significant features of each culture area from modern Mexico to Panama.

366 Archaeological Lab Methods (3) An overview of analytical methods used to process, describe, and interpret archaeological materials. Emphasis on practical, hands-on laboratory research through the implementation of qualitative observation and quantitative methodologies. PREREQ: ANT 103.

368 Archaeological Field School (3-6) Application of archaeological recovery techniques through field investigation. Students participate in the gathering, processing, and study of archaeological site data. PREREQ: ANT 103.

Advanced and Senior Courses

380 Language and Culture (3) (also LIN 380) See LIN 380.

381 Sociolinguistics (3) (also LIN 381) The study of the use of language in society and in educational settings; social dialects; language policy; black English. PREREQ: ANT 102.

383 Structuralism: From Chaos to Order in the World of Ideas (3) This course is a general survey of structuralist theory as it relates to linguistics, anthropology, psychology, and literature. The goal of the course is to demonstrate how structuralism is a theoretical orientation in the social sciences and the humanities that attempts to transform the chaos of appearances into order of reality in the world of ideas.

◆ **405 Topical Seminar in Anthropology (3)** Selected topics in the subdisciplines of anthropology. Topics announced in advance. Juniors and seniors only.

◆ **410 Independent Studies in Anthropology (1–3)** Special research projects, reports, and readings in anthropology. Juniors and seniors only. PREREQ: Permission of department chairperson.

459 History of Ethnological Theory (3) Development of ethnological theory with emphasis on the nature of explanation in ethnology. PREREQ: Six hours in ethnology and junior or senior standing.

490 Seminar in Social Anthropology (3) History and theory of social anthropology. PREREQ: Six hours in ethnology and six hours in sociology. Seniors only.

495 Senior Seminar in Anthropology (3) Discussion and supervised research designed to integrate conceptual and methodological skills. The research paper for the seminar must be acceptable as a required departmental senior research paper. Senior anthropology majors only.

SOCIOLOGY

Symbol: SOC

200 Introduction to Sociology (3) Fundamentals of the sociological perspective on human behavior.

240 Sociology of the Family (3) Comparative, historical, and cross-cultural analysis of the family institution.

300 Sociological Theory (3) Historical development of the sociological perspective on human behavior, with emphasis on the perennial issues in sociological explanation. PREREQ: SOC 200.

302 Sociology of Everyday Life (3) How people interact in everyday settings, examined from the dramaturgical perspectives of Goffman, Douglas, Burke, and others. PREREQ: SOC 200.

321 Statistics in Sociological Research (3) The application of statistical methods to sociological hypothesis testing. PREREQ: SOC 200.

322 Methods of Sociological Research (3) The logic of social research. Fundamentals of research design, data collection and reduction, and nonstatistical analysis. PREREQ: SOC 200.

333 Self and Society (3) A symbolic interactionist perspective on social psychology which focuses on the self in social interaction. PREREQ: SOC 200.

335 Racial and Cultural Minorities (3) Analysis of the implications of racial differences, the factors affecting prejudice and discrimination, and structural aspects of group conflicts. PREREQ: SOC 200.

340 Sociology of Work (3) Survey of past and present types of work, trends in work structures, and the impact they have on experiences, norms, values, and inequality. PREREQ: SOC 200.

341 Social Stratification (3) Analysis of inequalities in wealth, power, and prestige in contemporary societies. PREREQ: SOC 200.

342 Urban Sociology (3) A descriptive study of the form and development of the urban community with respect to demographic structure, spatial and temporal patterns, and functional organization. PREREQ: SOC 200.

343 Sociology of Organizations (3) Analysis of large-scale, formal organizations with emphasis on bureaucracy as the dominant form of social organization in the West. PREREQ: SOC 200.

344 Sociology of Religion (3) Theoretical analysis of social functions of religion, the history and internal structure of religious institutions, and their relationship to other institutions. PREREQ: SOC 200.

345 Sociology of Education (3) Sociological dimensions of educational institutions. PREREQ: SOC 200.

346 Sociology of Gender (3) Analysis and evaluation of sociological research on sex roles. PREREQ: SOC 200.

I 349 Perspectives on Mental Illness (3) An interdisciplinary examination of mental disorders – their definition, cause, and treatment. PREREQ: SOC 200.

350 Sociology of Mental Illness (3) A sociological perspective on mental disorders. PREREQ: SOC 200.

351 Deviance (3) Causes and consequences of the construction and violation of social norms. PREREQ: SOC 200.

352 Criminology (3) Sociological analysis of the definition, distribution, and causes of crime, and of social response to it. PREREQ: SOC 200.

353 Juvenile Delinquency (3) Theories of delinquency; evaluation of programs for its prevention and control. PREREQ: SOC 200.

360 Sociology of Culture (3) Analysis of the major social movements that have shaped the character and future of modern man. PREREQ: SOC 200.

361 Sociology of Medicine (3) A sociological perspective on health, illness, and medical care. PREREQ: SOC 200.

362 Sexuality in Society (3) The social dimensions of human sexuality. PREREQ: SOC 200.

364 Sociology of Aging (3) An examination of the problems, adaptations, and contributions of the aging population. PREREQ: SOC 200.

366 Gender, Labor, and Globalization (3) (Also WOS 366) Sociological and feminist analysis of global labor issues such as immigration, citizenship, motherhood, childcare, emotional labor, guest workers, commodification, and exploitation. PREREQ: SOC 200 or permission of instructor.

369 Social Movements (3) An introd369 Social Movements (3) An introduction to the study of social movements, both historical and contemporary. PREREQ: SOC 200.

370 Social Problems (3) Analysis of current social disorders: urban unrest, racial tension, poverty, addictions, crime, and mental illness. PREREQ: SOC 200.

371 Applied Social Change (3) Strategy and tactics of planning and guiding change in small and large-scale social systems.

376 Sociology of War and Peace (3) Exploration of the relationship between social structure and war. PREREQ: SOC 200.

377 Clinical Sociology (3) Analysis and evaluation of therapeutic applications of sociology in group and individual settings. PREREQ: SOC 200.

401 Social Change (3) Critique of the leading models of social order and change; analysis of major transformation in Western civilization. PREREQ: SOC 200.

402 Career Internship in Sociology (6) Field experience in agencies involved in social change. Majors only with permission of instructor.

410 Issues in Sociological Thought (3) Analysis of several of the key philosophical issues underlying sociological thought. PREREQ: SOC 300, or permission of the instructor.

◆ **490 Independent Studies in Sociology (1–3)** Individual research projects, reports, and/or readings. Seniors only. PREREQ: Permission of department chairperson. Majors only.

◆ **491 Topical Seminar in Sociology (3)** Special topics in theory or methodology. Topics announced in advance. Admission by permission of instructor. Juniors and seniors only.

492 Senior Seminar in Sociology (3) Preparation of senior research paper. Senior sociology majors only.

◆ This course may be taken again for credit.
J Diverse communities course
F Culture cluster
I Approved interdisciplinary course

Department of Art

212 Mitchell Hall
610-436-2755
John Baker, *Chairperson*

PROFESSORS: Baker, Blake, Sermas
ASSOCIATE PROFESSORS: da Costa, Hill, Hollon, Loustau, Rumfield, D. Usher
ASSISTANT PROFESSORS: Sharpe, Van Orden

The Department of Art offers a bachelor of fine arts with professional concentrations in **graphic design, painting/drawing, sculpture/crafts, or general art,** and minors in studio art and art history. In addition to its majors and minors, the department serves the University population at large by providing service courses to fulfill general education requirements and electives in studio art and art history. In the larger community the department serves as a professional resource for schools, art centers, and museums. The department, which is housed within the College of Visual and Performing Arts, embraces a teacher-scholar approach by having faculty bring their scholarship into teaching and their students into scholarship. All faculty are actively engaged in creating art and producing scholarly research within their disciplines.

Note: The current bachelor of arts degree is being discontinued. The department recommends all incoming requests be directed towards the bachelor of fine arts degree.

BACHELOR OF FINE ARTS — STUDIO ARTS

120 semester hours

The bachelor of fine arts is regarded as the initial professional degree in art by the National Association of Schools of Art. Its primary emphasis is on the development of skills, concepts, and sensitivities important to the professional artist. Concentration in a major professional area begins only with satisfactory completion of the foundation requirements and the approval of the faculty adviser.

1. General ed. requirements, see pages 38-44 — 48 semester hours
2. Art department program requirements*
   Foundation requirements
   a. Studio art (ART 106, 111, 112, 206, 216, 217, 220, 221, 222, 113 or 241) — 30 semester hours
   b. Art history (ARH 103, 104, and two 200 or above art history electives) — 12 semester hours
   c. Professional concentration — 24 semester hours
      The student, under advisement, may select eight art courses within these concentrations: **graphic design, painting/drawing, sculpture/crafts, or general art.**
   d. Studio art (or art-related electives by advisement) — 6 semester hours

BACHELOR OF ARTS — STUDIO ART

120 semester hours

1. General ed. requirements, see pages 38-44 — 48 semester hours
2. Language requirement (See special note below.) — 0-15 semester hours
3. Art department program requirements*
   B.A. studio art sequence (provides a basic concentration with the option of a second, preprofessional concentration)
   a. Studio foundation (ART 106, 111, 112, and 220) — 12 semester hours
   b. Art history (ARH 103, 104, and two ARH electives) — 12 semester hours
   c. Other studio courses (Elect from studio offerings at least half above the 300 level. See special note below.) — 21-24 semester hours
   d. Preprofessional concentration—courses to be selected from another discipline (elementary education, special education, business, language area studies, or others under advisement) — 9 semester hours

NOTE: The language requirement for B.A. studio art is two semesters with three culture cluster area study courses or to meet the level of Intermediate II, 202.

Minor in Studio Art — 18 semester hours

1. Required courses — 9 semester hours
   ART 106, 111, and 220
2. Minor specialization — 9 semester hours
   The student, under advisement, may select a minor specialization so that the emphasis is on one of these groups: drawing and painting, graphic design, printmaking, sculpture, or crafts.

Minor in Art History — 18 semester hours

This program provides alternative tracks to satisfy a variety of emphases to which art history may be applied. These include both vocational and liberal arts interests, which range from a highly structured sequence to a self-designed sequence.

A. Art history survey — 18 semester hours
   Structured sequence of courses designed to provide an in-depth comprehensive core of Western art development. Recommended as an important cultural component to the study of history, literature, performing arts, anthropology, sociology, and psychology. (The 18 semester hours include ARH 103 and 104, and 12 credits of electives selected at the 200, 300, and 400 levels.)

B. Art history and its interfaces — 18 semester hours
   According to interest or possible vocational application, this program provides an opportunity to explore either the various historical periods/styles of art or the interfaces of art history with studio art, American studies, and other cognate areas.
   1. Required courses — 6 semester hours
      Student must complete ARH 103 and 104.
   2. Upper-level courses — 6 semester hours
      Student must also take two upper-level art history courses.
   3. Other requirements — 6 semester hours
      Student must take, under advisement
      a. Any two studio courses
      b. Any two American studies courses
      c. Any two other art history courses
      d. Any two cognate courses from other disciplines
      e. Any combination of the above

   Either of these minors may be taken as a concentration by students as one of the minors in the bachelor of arts or bachelor of science in liberal studies general degree program.

* Students must maintain a grade of C in all ART and ARH courses within the major (required and elective).

COURSE DESCRIPTIONS
ART

Symbol: ART

105 Art Workshop (3) An art workshop for nonart majors. Exploration of art materials and techniques.

106 Beginning Drawing (3) Drawing from direct observation and an introduction to ideas of perception and interpretation. Use of a variety of media.

111 Basic Design (2-Dimensional Design) (3) Developing a visual vocabulary by experimenting with shape, space, light, color, and texture in a variety of media.

W 112 Color and Design (2-Dimensional Design) (3) Extensive study of color theory and its application to a variety of fine and industrial arts projects. PREREQ: ART 111.

113 Digital Design I (3) An introduction into

the field of communication, using the computer and hand skills such as drawing tools. Emphasis is placed on implementing the elements and principles of design in creative print-based projects using vector and image-manipulation software. PREREQ: ART 111.

206 Intermediate Drawing (3) Work in a variety of media and methods designed to develop "aggressive seeing." Emphasis on the exploration of line as boundary to describe form and space, as gesture, as calligraphy, and for expressive qualities as a tool for working in other media. PREREQ: ART 106.

210 Typography I (3) An introduction to the use of type as the primary element of visual communication. Student exercises focus on the expressive characteristics of letter forms, fundamental typographic theories, and rules of spatial organization. Introduces the student to the history, terminology, and technical issues related to typography. PREREQ: ART 111, 113. COREQ: ART 211.

211 Graphic Design I (3) An introduction to the history, methods, materials, and vocabulary used in the communication design profession. Visual communications are introduced through the study of visual aesthetics, concept development, and gestalt principles. Emphasis is placed on the relationship between perceptual design principles and communication concepts. PREREQ: ART 111, 113. COREQ: ART 210.

212 Graphic Design II (3) An introduction to publication design. Sequential design concept development. Interaction between type and image and design aesthetics will be emphasized as well as an in-depth study of target audience and print production. PREREQ: ART 210, 211. COREQ: ART 213.

213 Typography II (3) Advanced study of typographic expression and communication and the development of complex information systems. Students explore the form and structure of visual communications including sequential design systems and organizational structuring. Page layout software will be used. PREREQ: ART 210, 211. COREQ: ART 212.

216 Beginning Painting (3) An introduction to the basic materials and techniques of the painter with emphasis on color.

217 Intermediate Painting (3) The course seeks to provide a workshop atmosphere in which the student is given the opportunity to explore the potential of the painting media. Use of standard materials of paint, brushes, and canvas is required. PREREQ: ART 216.

220 Fundamentals of 3-Dimensional Design (3) An introduction to the theories, processes, and elements of perception and visual design in a three-dimensional situation. Problems will be geared to problem solving rather than object making.

221 Advanced 3-Dimensional Design (3) Solving problems of relating visual elements to volumetric forms in space by experimenting with various materials. PREREQ: ART 220.

222 Beginning Sculpture (3) An introduction to the basic fundamentals of sculpture, including concepts of design, knowledge of tools and techniques, and materials and processes. Project assignments to be rendered in clay, plaster, wood, and stone.

223 Basic Photography (3) A course dealing with the photographic process. The course will cover camera handling, film and print processing, photographic composition and presentation. Students must supply adjustable 35mm camera plus developing and printing materials.

224 Intermediate Photography (3) A course for those who have had a basic photography class or previous photography experience. The course will stress technical and creative approaches to photography using small-format cameras. Advanced techniques of exposure, lighting, composition, and macro photography will be included. Students must supply their own 35mm adjustable camera and developing and printing materials. PREREQ: ART 223.

225 Advanced Photography (3) A course dealing with professional techniques in black and white as well as color photography. Different camera formats will be considered. Advanced darkroom techniques, photographic manipulation, and retouching will also be covered. PREREQ: ART 223 and ART 224.

226 Water Color I (3) An introduction to the basic tools and techniques of the water-color painter. Emphasis upon transparent water color.

227 Water Color II (3) Advanced problems in water color, gouache, tempera, and mixed media. PREREQ: ART 226.

231 Ceramics I: Basic Techniques (3) Introduction to the basic techniques of ceramics. Hand and wheel methods of construction; knowledge of clay bodies, firing, and glazing.

232 Ceramics II: Intermediate Techniques (3) Fundamental methods of creating clay forms on the wheel. Experimentation with clay bodies, glazes, and kiln operation. Design is stressed.

241 Printmaking: Introduction of Relief Printmaking (3) An introduction to the medium of printmaking: linoleum cuts, woodcuts, and colorgraphs.

243 Printmaking: Intermediate Relief Printmaking (3) Continuation of ART 241, emphasizing expressive possible techniques and their combination with other print media. PREREQ: ART 241, or permission of instructor.

245 Architectural Drawing (3) Studio experiences in layout; preparation of plans and elevations, presentations (renderings), and architectural lettering. Use of mechanical drawing tools to help students express steps that occur from design to realization of a structure.

251 Art in the Elementary School (3) Workshop and seminar providing experience with a wide variety of media appropriate for use with children. Investigation into the philosophy and psychology of children's art.

306 Drawing III: Life Drawing (3) An exploration of the abstract dynamics of figure drawing with particular application of anatomical structure to expressive design. PREREQ: ART 106 and 206.

◆ **307 Drawing IV (3)** Individualized instruction in increasingly complex formal and expressive problems in drawing.

310 Graphic Design III (3) Advanced graphic design problem-solving methodologies tailoring communication to specific target audiences. Integration of type and image through creative solutions of complex concepts. PREREQ: ART 212, 213.

312 Logos, Symbols, Icons (3) The examination of pictographs, logos, trademarks, and symbols as a range of communication tools for organizations. Problem solving through visual identity projects examine the various components of company systems. Analysis and design of a mark, as well as its applications and design standards manual, will be part of a final project. PREREQ: ART 212, 213.

313 Digital Design II (3) A continuation of Digital Design I. Focuses on the image, image creation, manipulation and movement as well as its application to interactive design, motion graphics, video editing, and web design in the field of visual communications. PREREQ: ART 113, 212, and 213.

316 Representational Painting (3) This course will focus on the skills and careful observations that are required for representational painting. PREREQ: ART 217.

317 Abstract Painting (3) This course explores the fundamental principles of abstraction and examines the way artists interpret their visual experiences. PREREQ: ART 217.

318 Nonrepresentational Painting (3) This course explores the creation of paintings without recognizable imagery. It will include mixed media and nontraditional processes. PREREQ: ART 217.

319 Advanced Painting (3) Students explore a personal direction through a chosen theme and medium. PREREQ: Four painting courses including ART 216 and ART 217.

◆ **320 Painting: Independent Projects (3)** The development of a personal style is explored through a theme and its variation. Discipline and self-criticism are realized through a series of critiques and evaluations. PREREQ: ART 217, and permission of the instructor.

321 Intermediate Sculpture (3) More advanced problems in sculpture with emphasis on individual exploration of form, structure, and process. Independent project to be rendered in choice of materials, including clay, plaster, wood, and stone. PREREQ: ART 222.

322 Advanced Sculpture (3) Continued exploration and development of individual form and process awareness through involvement with modeling, casting, fabrication, and assemblages. In addition to clay, wood, stone, and plaster, metals and plastics will be utilized.

324 Life Modeling (3) Figure modeling in clay from the life model. Emphasis on hand-eye coordination using figure studies as vehicles of expression. Anatomy will not be stressed; however, weight, balance, construction, and spatial relationships will be emphasized.

◆ **325 Sculpture: Independent Projects (3)** Individualized instruction in advanced sculpture. Preparation for senior show.

331 Ceramics III: Advanced Techniques (3) An advanced course to develop craftsmanship and to explore clay as a means of individual expression. PREREQ: ART 232.

332 Ceramics: Studio Problems (3) Work at an advanced level in specialized ceramic techniques.

◆ **335 Ceramics: Independent Projects (3)** Individualized instruction as well as research and study in ceramic design.

341 Printmaking: Introduction to Intaglio Printmaking (3) Intaglio techniques, etching, dry point, aquatint, and engraving.

343 Printmaking: Intermediate Etching (3) Continuation of 341 with emphasis on expressive qualities of the medium and its possible combination with other print media. PREREQ: ART 341, or permission of instructor.

◆ **345 Printmaking: Independent Projects (3)** In-depth, individualized instruction in a selected printmaking medium.

351 Art of Papermaking (3) The exploration of traditional and contemporary techniques in the art of papermaking. An emphasis on creative and original designs in conjunction with an understanding of materials.

359 Resources in Art Education (3) The use of cultural and community resources in the schools with an emphasis on the teaching of art appreciation.

450 Graphic Design Internship (3) Experience in studio, agency, or company-involved design responsibilities and procedures to broaden the student's understanding of the profession through job experience. Departmental permission required. PREREQ: Junior or senior graphic design major.

W Writing emphasis course

◆ This course may be taken again for credit.

◆ **455 Introduction to Multimedia (3)** A workshop for students with background in the studio arts. To be taken under advisement.

490 Advertising Design (3) Emphasis on creative direction through problem definition, research, concept development, and layout including visual and typographic elements for presentation to a client. PREREQ: ART 212, 213.

491 Interactive Design (3) Designed to develop the skills, concepts, and technologies necessary for static and interactive web design and publishing. Provides a critical overview of and practical experience in the principles of interactive design, including information and navigation design. Web authoring software will be used. PREREQ: ART 212, 213, 313.

492 Senior Seminar (3) Preparation for the senior show and development of a professional portfolio suitable for presentation to employers or graduate schools. This course is normally taken during the spring semester of the senior year. PREREQ: Eight courses in painting, drawing, or printmaking including one 300-level studio course.

499 Portfolio (3) Development of a professional portfolio for presentation for employment or continuation of studies on the graduate level. Students will be required to complete a capstone project, design a resume, personal identity mark, and a self-promotional piece. PREREQ: Completed a minimum of seven graphic design courses.

ART HISTORY

Symbol: ARH

101 Art Appreciation (3) An introduction to painting, sculpture, architecture, and the decorative arts with emphasis on understanding the visual arts as universal human expression.

103 Art History I: Paleolithic through Middle Ages (3) Survey of significant art and architectural monuments from prehistory through the Middle Ages.

104 Art History II: Renaissance Through Modern (3) Continuation of ART 103. Survey of Western and non-Western art and architecture from the Renaissance through the 21st century.

210 Non-Western Art (3) Introduction to art produced outside the European tradition. Cultures include Africa, India, Asia, the Pacific Islands, and the Americas.

211 Art of Egypt (3) The art and architecture of Ancient Egypt, Mesopotamia, Assyria, and Babylonia from 3000-500 B.C.

310 Informed Perception: An Objective Approach (3) This course introduces participants to an objective method for appreciating art. Students experience works of art directly, make aesthetic discoveries, and undertake personal and independent analysis of art works.

311 Traditions in Art: A Plastic Approach (3) This course is designed to strengthen participants' understanding of the objective method of art analysis through an exploration of the traditions in art.

360 Function of the Museum in Art (3) Role and function of the museum as an educational and cultural institution. Main focus on field trips to local museums in Chester and Delaware counties and the Wilmington, Del., area.

F **382 Art of Greece and Rome (3)** The art and architecture of the Greeks, Etruscans, and Romans.

F W **383 Art of Middle Ages (3)** The art and architecture of the European medieval world and their development from Early Christian and Romanesque art into the full flowering of the Gothic period.

F **384 Art of Renaissance–Baroque (3)** Art and architecture from 1300 through 1700 in Europe. Focus on patronage and the role of the artist. Political, economic, and religious influences on the art of the Renaissance and Baroque periods.

F **385 18th and 19th Century Art (3)** Major European artistic contributions of the 18th and 19th centuries including Rococco, Neoclassical, Romanticism, Realism, and Impressionism. Art, architecture, and their cultural influence.

386 Modern Art Seminar (3) Analysis of major styles of 20th-century art from Post Impressionism to Pop Art. Special emphasis on important artists and their contributions to Western art.

W **389 Art of Spain (3)** Introduction to the art and architecture of Spain and her colonies from the caves of Altamira to the contemporary period. Focus on specific artists including Velazquez, Goya, Miro, Gaudi, Picasso, and Dali.

◆ **400 Art Seminar (3)** Special topics to be announced for studio and art history. Offered periodically as appropriate. PREREQ: Permission of instructor.

413 American Art (3) A survey of American paintings and sculpture from Colonial times to the present.

◆ **415 Art History: Independent Study (3)** Opportunity for the student to pursue a particular field of interest.

418 Art of Florence (3) The art of Florence gives students experience in looking at some of the influential artists and architecture of the Renaissance and Baroque periods. On-site cultural exposure to music, monuments, and language.

419 Women Artists (3) An introduction to women artists in history from the prehistoric period through the 21st century. Analysis of painting, sculpture, architecture, and nontraditional art forms produced by women. Special focus on artists of the 19th and 20th centuries.

◆ This course may be taken again for credit.
F Culture cluster
W Writing emphasis course

Department of Biology (See also Pre-Medical Program)

175 Schmucker Science North
610-436-2538
Jack Waber, *Chairperson*
Judith Greenamyer, *Assistant Chairperson*

PROFESSORS: Began, Beneski, Broitman, Casotti, Fairchild, Fish, Knabb, Mbuy, Slusher, Tiebout, Vreeland, Waber

ASSOCIATE PROFESSOR: Turner

ASSISTANT PROFESSORS: Boettger, Fan, Gestl, Greenamyer, Pagán

ADJUNCT FACULTY: Buchenhorst, Hertel, Husson, Jonak, Natale, Pascasio, Russell, White

The major in biology centers on a core of courses that emphasize broad unifying principles. Available electives provide enriching experiences in many areas of biology.

The Department of Biology offers three undergraduate degree programs with five concentrations within the B.S. degree:

1. The B.A. in BIOLOGY provides the liberal education and the special preparation required for careers in university teaching, government service, independent and industrial research, science-related sales and public relations, and other areas of business. This program also prepares students for admission to graduate and professional schools. The possibility of 26 semester hours of student electives enables the student to obtain a minor in another area of interest.
2. The B.S. in BIOLOGY: GENERAL CONCENTRATION can be individually tailored to provide the skills that students need to achieve their career goals. This program also provides the basic preparation needed for entry into graduate or professional schools, including physical therapy programs.
3. The B.S. in BIOLOGY: CELL and MOLECULAR concentration offers the student a strong background in both biology and chemistry. Emphasis on lab-oriented courses prepares the student to pursue a career in laboratory research in cell and molecular biology at industrial, medical, academic, and government facilities. This program also prepares the student for admission to graduate and professional schools.
4. The B.S. in BIOLOGY: MICROBIOLOGY concentration prepares students for careers in research laboratories, industrial and academic research, and government service in the areas of bacteriology, immunology, virology, mycology, microbial ecology, and parasitology. The program provides extensive laboratory experience with the techniques that are most useful and important to modern microbiological science. This program also provides the basic preparation needed for entry into graduate or professional schools.
5. The B.S. in BIOLOGY: ECOLOGY concentration provides an opportunity for interested students to obtain a strong background in field biology. The required core curriculum and concentration electives provide opportunities for careers as biologists in state and federal environmental agencies, industry, environmental consulting

firms, and similar organizations. Internships are strongly recommended as part of the program. Course work emphasizes skills obtained in biology, chemistry, and mathematics. Additional course work from other departments may be recommended to fulfill particular career objectives.

6. The B.S. in BIOLOGY: MEDICAL TECHNOLOGY concentration offers students the opportunity to enter the field of laboratory medicine with emphasis on the techniques and instrumentation used to evaluate disease processes. This concentration allows students to complete the necessary general education and departmental requirements in three years. The fourth year is spent in a hospital internship training program at one of the several affiliated hospitals, and students receive 26 semester hours credit for the internship year (BIO 407 and 408, internship in medical technology). To qualify for the internship, students must have a 2.75 GPA and be accepted by an accredited hospital medical technology program. Students completing the internship will receive a B.S. in biology/medical technology concentration and the training necessary to take the national certification exam. Affiliated hospitals include Pennsylvania Hospital, Reading Hospital, and Graduate Hospital.
7. The B.S. in EDUCATION—BIOLOGY is a program designed to prepare the student for a career in teaching in secondary schools. Professional certification in biology is awarded to the student who completes the program satisfactorily. Students are strongly advised to seek certification in a related area to enhance their employment potential. Such related areas include general science, health, education, athletic training, and environmental education. This program requires 126 credits for completion. See the "Teacher Certification Programs" section of this catalog for an explanation of related requirements.

REQUIREMENTS COMMON TO THE BACCALAUREATE PROGRAMS

120 semester hours for all biology degrees except the B.S.Ed., which is 126 semester hours

1. General ed. requirements, see pages 38-44 — 48 semester hours
   Science requirements are met by CHE 103 and PHY 130.
2. Biology requirements* — 9 semester hours
   BIO 110, 220, and 230
3. Other science requirements — 20 semester hours
   CHE 103-104, 231; CRL 103-104, 231; and PHY 130
4. All B.A./B.S. students must also take BIO 409, 490 or 491; CHE 232; and PHY 140.
5. Mathematics requirements — 6-7 semester hours
   MAT 121 and one semester of calculus

B.A. IN BIOLOGY

1. Required biology courses* — 21 semester hours
   BIO 110, 215, 217, 220, 230, 270, and 409 or 490 or 491
2. Biology electives — 12 semester hours
   Selected under advisement
3. Language requirement — up to 12 semester hours
   Through the 202 level

B.S. IN BIOLOGY—GENERAL Concentration

1. Required biology courses* — 21 semester hours
   BIO 110, 215, 217, 220, 230, 270, and 409 or 490 or 491
2. Biology electives — 21 semester hours
   Selected under advisement

B.S. IN BIOLOGY—CELL AND MOLECULAR Concentration

1. Required chemistry courses — 5 semester hours
   CHE 476 and CRL 476
2. Required biology courses — 28 semester hours
   BIO 110*, 214*, 215* or 217*, 220*, 230*, 421*, 431, 490** or 409 or 491, and BIL 333
3. Biology or chemistry electives — 12 semester hours
   Selected from courses at or above the 300 level

B.S. IN BIOLOGY—ECOLOGY Concentration

1. Required biology courses — 24 semester hours
   BIO 110*, 215*, 217*, 220*, 230*, 270*, 310, and 409* or 490* or 491*
2. Biology electives — 15 semester hours
   Selected under advisement from BIO 275, 277, 313, 377, 470, 471, 472, 473, 474, 475, 476, and 485
3. Ecologically relevant courses — 6 semester hours
   Selected under advisement

B.S. IN BIOLOGY—MICROBIOLOGY Concentration

1. Required biology courses* — 30 semester hours
   BIO 110*, 214*, 215* or 217*, 220*, 230*, 270*, 464*, 465*, and 409* or 490* or 491*
2. Microbiology electives — 11 semester hours
   Selected under advisement from BIO 314, 334, 414, 452, 454, 456, 474, 480, 484 or BIL 333

B.S. IN BIOLOGY—MEDICAL TECHNOLOGY Concentration

1. Required biology courses* — 53 semester hours
   BIO 110*, 214*, 215* or 217*, 220*, 230*, 407*, 408*, 465*, 490*

B.S. IN EDUCATION—BIOLOGY (126 semester hours)

1. Required biology courses* — 25 semester hours
   BIO 110*, 214*, 215*, 217*, 220*, 230*, 270*, and 311*
2. Biology electives — 6 semester hours
   Selected under advisement
3. Required education courses — 35 semester hours
   EDF 300; EDP 250; EDA 103, 303; EDR 347; LAN/ENG 382; EDS 306, 411, 412; SCB 350; EDS 411 and 412
   Students applying for formal admission to teacher education must have a 2.80 GPA. Students formally admitted must graduate with a 3.0 GPA.
4. Required earth systems course — 3 semester hours
   SCB 210 or another ESS course selected under advisement

Minor in Biology — 18 semester hours

The Department of Biology offers a minor in biology. The biology minor requirements include the following:

1. Required prerequisite: BIO 110 (must be passed with a C– or better), or BIO 100 (must be passed with a grade of A or A-). These courses are prerequisites and must be completed before admission to the minor. The grades in these courses are not used in calculating the GPA in the minor. These do not count towards the 18 semester hours required for the minor.
2. Students must complete 18 credits at the 200 level or higher for the minor. At least three credits must be in addition to the biology courses required by the student's major. A grade of C– or better is required in all courses.
3. To graduate with a biology minor, students must maintain a GPA of 2.00 in the minor courses, and they must meet with the minor adviser at least once per semester. At least nine credits in biology must be taken at WCU.

Internal and External Transfer Students

For an internal transfer into any biology degree program, a student must

1. be in good academic standing (2.00 GPA or better);
2. have already passed BIO 100 with an A– or better, or BIO 110 with a C– or better; and
3. complete the application for change of major.

For newly admitted transfer students, a student must

1. meet University standards for admission to West Chester University;

*Biology core courses must be passed with a grade of C– (70%) or better.
**CHE 491 may be substituted for BIO 490 in the cell and molecular concentration only. Students who choose to do this must take 14 credits of upper-level BIO or CHE electives.

2. have a grade of C– (70%) or better if they have taken a BIO 110 equivalent; and
3. interview with department representatives.

NOTE: In order to receive a degree in biology from West Chester University, a transfer student must successfully complete a minimum of 50 percent of the required biology credits in the West Chester University Department of Biology.

Advanced Placement Policy

A score of three or better on the Biology Advanced Placement Exam will transfer as credit for BIO 110, General Biology.

COURSE DESCRIPTIONS
BIOLOGY

Symbol: BIO unless otherwise shown
(3,2) represents three hours of lecture and two hours of lab.

100 Basic Biological Science (3) Basic principles of biology. Cell theory, metabolism, genetics, development, diversity of life forms, and ecology. Not open to biology majors. (2,2)

I 102 Humans and the Environment (3) The effects of human population on earth's resources are studied against a background of physical, biological, and health sciences. Note: Students completing BIO 102 may not take ESS 102 or ENV102 for credit. May not be taken as biology major elective or distributive general education requirement.

110 General Biology (3) The concepts general to all living organisms such as cell structure and function, genetics, evolution, and ecology. This course is designed for majors in biology and related scientific areas. (2,3)

204 Introductory Microbiology (4) The biology of medically important microorganisms, their structure, taxonomy, physiology, control, and host-parasite interactions. (3,2) PREREQ: BIO 100 or BIO 110 and one semester of chemistry. May not be taken as a biology major elective.

214 General Microbiology (4) The biology of microorganisms, their structure, physiology, and control; the nature and dynamics of disease and disease control; principles of food, industrial, and environmental microbiology. The laboratory will deal with microbiological techniques, isolation and identification of microbes, and water and food analysis. This course is for biology majors. (3,3) PREREQ: BIO 110 and one semester of chemistry.

215 General Botany (3) A survey of plant and plant-like organisms from bacteria to and including the angiosperms with emphasis on anatomy, physiology, reproduction, and economic importance. (2,3) PREREQ: BIO 110.

217 General Zoology (3) Principles of animal biology. Form and function of vertebrate and invertebrate animal types (2,3) PREREQ: BIO 110.

220 Cell Physiology (3) An introduction to cellular and molecular biology with emphasis on cell morphology, biochemistry, and cell physiology. (2,3) PREREQ: BIO 110 and CHEM 231.

230 Genetics (3) Nature of genetic material and its qualitative and quantitative variation: recombination; interaction of gene products; regulation of genetic material; and its role in evolution. (3) PREREQ: BIO 110 and MAT 121.

259 Human Anatomy and Physiology I (4) An introduction to human structure and function. Skeletal, muscular, and nervous systems are emphasized. Laboratory involves study of human development and gross anatomy of the skeletal, muscular, and nervous systems. (3,2) May not be taken as a biology major elective.

269 Human Anatomy and Physiology II (4) Continuation of BIO 259. Endocrine, circulatory, respiratory, immune, digestive, and urogenital systems emphasized. (3,2) May not be taken as a biology major elective. PREREQ: BIO 259.

270 General Ecology (3) Relationships between living organisms and their environment. (2,3) PREREQ: BIO 110. Recommended are BIO 215 and 217, MAT 121, or SCI 101 and 102 and one semester of computer science.

275 Field Botany (3) Methods of studying plants in their natural surroundings. Use of keys, botanical manuals, and illustrated floras to identify living specimens. (2,3) PREREQ: BIO 100 or 215.

277 Vertebrate Ecology (3) Animal life in the surrounding localities. Identification, behavior, habitats, feeding, and reproduction. (2,3) PREREQ: BIO 100 or 217.

307 Pathophysiology (3) An integrated study of the processes involved in the total body systemic complex as it changes from the ordered homeostatic condition to the imbalanced diseased state. The use of disease models, with clinical considerations, strengthens the concepts. (3) PREREQ: BIO 259 and 269 passed with a grade of C– or better. May not be taken as a biology major elective.

W 310 Biostatistical Applications (3) The design, statistical analysis, graphical display, and written presentation of biological research (2,2) PREREQ: BIO 110 and MAT 121.

311 Contemporary Issues in Biology Teaching (3) Curricular trends in biology education, biotechnology, and bioethics are analyzed in a social context through constructive controversy. The nature of science is explored and experiential skills are honed through practical application via a laboratory-oriented, faculty-student mentoring program. (2,2) PREREQ: BIO 110, 215, 217, 230; EDF 300; EDP 250, 351 (or graduate-level equivalents); or permission of the instructor. May not be taken as a biology elective.

313 Marine Biology (3) The course is intended to provide a general introduction to the biology of marine organisms. Lectures will focus on the diversity, ecology, and adaptations of organisms living in the marine environment. (3) PREREQ: BIO 215, 217.

314 Pathogenic Microbiology (4) Systematic study of pathogenic bacteria with extensive laboratory experience in handling and identifying these organisms. (3,3) PREREQ: BIO 214.

BIL 333 Introduction to Recombinant DNA Methodology (2) Laboratory techniques for gene manipulation, restriction endonuclease use, DNA electrophoresis, gene cloning in E. coli, and polymerase chain reaction. (0, 4) PREREQ: BIO 204 or 214, BIO 230, CHE 231.

334 Microbial Genetics (4) A course on the genetics of bacteria, their viruses, plasmids, and transposable elements. Applications of microbial genetics in genetic engineering and biotechnology. (3,3) PREREQ: BIO 110, 214, 230, and CHE 231.

357 Comparative Vertebrate Anatomy (4) Comparative study of the principal organ systems of vertebrates as to their structure, function, and evolutionary relationships. (2,4) PREREQ: BIO 217.

367 Physiology of Drug Interaction (3) An introduction to the mechanism of action of prototype drugs. The physiological alterations produced by various drugs as well as interactions between drug classes will be emphasized. (3) PREREQ: BIO 269 or BIO 468 or BIO 469.

377 Entomology (3) The structure, function, classification, economic importance, and biological significance of insects. (2,3) PREREQ: BIO 110 or 217.

387 Invertebrate Zoology (3) The biology of the invertebrates, focusing on common features among different groups. Physiology, development, ecology, systematics, and behavior are emphasized. Besides the traditional laboratory and lecture format, students will participate in field trips outside of the regularly scheduled class time. (2,3) PREREQ: BIO 217 or permission of instructor.

407 and 408 Internship in Medical Technology (13 for each semester, total of 26) A two-semester, work-study appointment with an affiliated hospital. The satisfactory completion of this internship is accepted as the senior year's work by West Chester University. This internship will prepare the student to take the National Exam for Medical Technologists. PREREQ: Students who have completed 65 credit hours in the B.S. biology general concentration should apply for this internship in the summer following their sophomore year. Students must have an overall GPA of 2.75 and approval from the Department of Biology and the affiliated hospital.

◆ 409 Internship in Biological Sciences (3-16) A one-semester, work-study appointment with a commercial, industrial, or governmental agency. Students will be supervised jointly by a professional scientist of the agency and a Department of Biology faculty member. A maximum of eight combined credits from BIO 409 and BIO 491 may be applied to biology electives. PREREQ: Biology major, senior standing, GPA of 2.5 overall, 2.50 in biology, and approval of biology curriculum committee.

412 Organic Evolution (3) An introduction to the general concepts, processes, and mechanisms of evolutionary biology from molecular, organismal, and population perspectives. PREREQ: BIO 230 plus nine hours of biology courses.

414 Applied and Industrial Microbiology (3) This course traces both the historical and current applications of microbiology in industry and society. Topics covered include building and equipment design, microbiological safety, fermentation, waste treatment, compost, and food production. The course also features guest lectures from several practicing microbiologists involved in industry. PREREQ: BIO 214 or permission of the instructor.

421 Cellular and Molecular Biology (4) A lecture and laboratory course that studies the molecular basis of cellular life. Eukaryotic cell structure and function will be emphasized. (3,3) PREREQ: BIO 220, BIL 333, and CHE 232.

428 Animal Histology (3) A study of the microscopic structure and function of vertebrate tissues and organs. (2,2) PREREQ: BIO 110 and 217, or permission of the instructor.

431 Molecular Genetics (3) A second course in genetics, covering the molecular biology of genetic events. Emphasis will be on the molecular details of basic genetic processes, such as DNA replication and transcription, RNA translation and protein synthesis, the genetic code, molecular mechanisms of gene regulation, and an introduction to "biotechnology." (3) PREREQ: BIO 230 and CHE 232.

◆ 435-438 Course Topics in Biology (1-3) Courses in this series are of timely interest to the

I Approved interdisciplinary course
W Writing emphasis course
◆ This course may be taken again for credit.

student. Topics may include biological terminology, laboratory techniques, mycology, etc. Open only to junior and senior science majors.

W 440 Human Genetics (3) A detailed survey of the principles of human heredity. Also examines impact of genetics on current issues in human medicine, pharmacology, evolution, and sociology. PREREQ: BIO 230.

443 Introduction to Gene Expression Methodology (3) Theory and practical application of RNA methodologies used in gene expression. (2,2) PREREQ: BIL 333.

448 Animal Development (4) Introduction to principles of animal development with laboratory study of vertebrate embryos. (3,3) PREREQ: BIO 110, 217, 220, and 230.

452 Parasitology (3) Biology of the principal parasites of man and domestic animals. Emphasis is on life cycles of common parasites, identification of diagnostic forms, and understanding the diseases associated with parasites of major economic and medical importance. (3) PREREQ: BIO 204 or 214, and 217.

454 Mycology (3) An introductory course including a general study of the biology of fungi and a survey of the field of medical mycology. (3) PREREQ: BIO 110 and 214 plus another three-credit-hour biology course.

456 Virology (3) Molecular biology of bacterial, plant, and animal viruses; virus classification, ultrastructure, mechanisms of replication, and effects of virus infection on host cell. PREREQ: CHE 232 and BIO 230 and 214.

457 Functional Animal Morphology (3) A study of the structure, form, and function of morphological adaptations in animals as examined through a mechanical, ecological, and evolutionary perspective. (3) PREREQ: BIO 217.

464 Microbial Physiology (4) Physiology and biochemical variations seen in prokaryotes and lower eukaryotes. (2,4) PREREQ: BIO 214 and 230, and CHE 232.

465 Immunology (4) Immunoglobulin structure and function, nature of antigens, cell-mediated immunity, hypersensitivity, regulation of immunity, and immunological diseases. Laboratory experience in immunological techniques. (3,3) PREREQ: BIO 214 and CHE 232.

466 Plant Physiology (3) Physiological processes of plants. Photosynthesis, respiration, intermediary metabolism, entrance of solutes into the plant, water metabolism, and growth regulators. (2,3) PREREQ: BIO 215 and CHE 231.

467 Endocrinology (3) An integrative look at the physiology of the mammalian endocrine system in the regulation and maintenance of homeostasis. The pathology associated with hormonal imbalance will be included. (3) PREREQ: BIO 217 and BIO 220 with a C or better in each, plus any 300/400 level biology course with a C or better.

468 Comparative Vertebrate Physiology (4) Comparative physiology of fishes, amphibians, reptiles, birds, and mammals, with emphasis on organ-based homeostasis. (3,3) PREREQ: BIO 217 and BIO 220.

469 Human Physiology (4) Theoretical and applied principles of the physiology of humans presented from an organ-system approach. Emphasis is placed on homeostatic regulatory mechanisms. (3,3) PREREQ: BIO 220, BIO 230, CHE 232. May not be taken as a biology major elective.

470 Population Biology (3) A quantitative, second course in ecology, emphasizing distributional patterns and fluctuations in abundance of natural populations. (2,3) PREREQ: BIO 270, MAT 121, and one semester of calculus.

471 Wetlands (3) A course designed to provide practical experience in wetlands' classification, delineation, regulation, management, and mitigation practices. The abiotic and biotic characteristics of inland and coastal wetlands are emphasized. (2,3) PREREQ: Eight hours of biology or permission of instructor.

473 Conservation Biology (3) The application of basic biological and ecological principles for the preservation of biological diversity. Emphasis will be on understanding the threats to biodiversity, the values of biodiversity, and preservation strategies including ecological risk assessment and the management of endangered species, habitats, and ecosystems. PREREQ (required): BIO 110, 215 or 217, and 270. PREREQ (recommended): BIO 310.

474 Microbial Ecology (4) Theory and application of modern microbial ecology. Lectures will focus on topics such as microbial communities, interactions with other organisms, biogeochemistry, and biotechnology. (3,3) PREREQ: BIO 110, 214, 270, and CHE 103, 104.

475 Plant Communities (3) A survey of ecological, morphological, and physiological strategies of plants from seed through adult stages. The integration of these strategies to explain the major plant communities of North America will be covered. (2,3) PREREQ: BIO 215.

476 Freshwater Ecology (3) The environmental and biological characteristics of freshwater. Emphasis is placed on field methods, water quality evaluation based on the interpretation of comprehensive datasets, and management strategies for lakes, ponds, and streams. (2,3) PREREQ: BIO 270, CHE 104.

478 Plant Evolution (3) Application of contemporary phylogenetic theory to explain the genesis of plant biodiversity. Origins of critical plant adaptions are explored with regard to time of origin, environmental conditions, and ancestry. (3) PREREQ: BIO 215 or permission of instructior.

480 Light Microscopy and the Living Cell (3) A one-semester lecture and lab course covering the theory and practical techniques of all types of light microscopy and their uses in investigating living cells. Also includes techniques such as microinjection, cell electrophysiology, and others. Strong emphasis on "hands-on" work with equipment. (2,2) PREREQ: BIO 110, BIO 215 or 217, or permission of instructor.

484 Epidemiology (3) A general study of the epidemiology of both infectious and noninfectious diseases, including industrial and environmentally related health problems. (3) PREREQ: BIO 214.

485 Systematic Botany (3) Principles of evolution as illustrated by the principles of plant taxonomy. Modern concepts of biosystematics. Practical experience in plant identification. (2,3) PREREQ: BIO 215.

490 Biology Seminar (3) Reports on special topics and current developments in the biological sciences. PREREQ: 18 hours of biology courses and senior standing.

◆ 491 Special Problems in Biology (1-3) Tutorial course primarily for advanced undergraduate biology majors capable of independent study and research on a problem approved by the supervising instructor. A maximum of eight combined credits from BIO 409 and BIO 491 may be applied to biology electives. PREREQ: Permission of instructor; 2.50 GPA overall, 2.50 GPA in biology.

IND 401 Environmental Applications of GIS (3) Students are introduced to regional problem solving based on interdisciplinary, scientific data using Geographic Information Systems (GIS). Background in one of the natural or applied sciences is presumed, and students without such background should contact one of the instructors before scheduling. Most relevant lecture material is handled as readings outside of class, and class time is devoted largely to environmental analysis using ArcView-GIS. One half-day field trip is required. (1,2) PREREQ: Minimum of 64 credits earned, major in BIO, CHE, ENV, ESS, GEO, or PHY, with at least 15 credits earned in one of these disciplines, or permission of the instructor.

I SCB 210 The Origin of Life and the Universe (3) An interdisciplinary course that presents the theory and evidence for the first three minutes of the universe and formation of the stars, galaxies, planets, organic molecules, and the genetic basis of organic evolution. May not be taken as a biology major elective.

SCB 350 Science Education in the Secondary School (3) A methods course emphasizing knowledge of curricular development and skill in planning, involving the design and execution of learning activities for all instructional modes. (2,2) PREREQ: Required core courses in science discipline and EDS 306 (or graduate-level equivalent), or permission of instructor.

SCI 101 The Carbon Cycle (3) An exploration of how the carbon cycle connects earth and life, through photosynthesis, respiration, decay, rock formation and weathering, and plate tectonics. Humans have altered the carbon cycle by burning fossil fuels. Students investigate the carbon cycle on the WCU campus and consider the implications for global warming. For elementary education majors only. Team taught with the Department of Geology and Astronomy.

SCI 102 Electricity with Physical and Biological Applications (3) An exploration of the physics of electrical circuits, the chemical basis of electricity as the flow of electrons, acid-base and oxidation-reduction reactions in chemical and in living systems, the electrical activity in the human nervous system, and connections between electricity and sensation and locomotion in humans. For elementary education majors only. Team taught with the departments of Physics and Chemistry.

W Writing emphasis course
◆ This course may be taken again for credit.
I Approved interdisciplinary course

Department of Chemistry
(See also Pre-Medical Program)

119 Schmucker Science South
610-436-2631
Blaise Frost, *Chairperson*
Melissa Cichowicz, *Assistant Chairperson*

PROFESSORS: Goodson, Moran, Townsend

ASSOCIATE PROFESSORS: Azam, Barth, Cichowicz, Frost, Ressner, Starn

ASSISTANT PROFESSORS: Kolasinski, K. Usher

The Department of Chemistry has been approved by the American Chemical Society's Committee on Professional Training since 1972. Graduates of the B.S. in chemistry program and the B.S. in biochemistry program receive certification. The Forensic Science Education Programs Accreditation Commission (FEPAC) has awarded full accreditation to the bachelor of science degree in forensic and toxicological chemistry program.

The Department of Chemistry offers five undergraduate degree programs:

1. The B.S. in CHEMISTRY program (approved by the American Chemical Society [ACS]) provides a rigorous scientific foundation in all major areas of chemistry. This degree prepares the graduate for a career in a wide variety of chemically related areas including the chemical, petroleum, environmental, and pharmaceutical sectors. In addition, it serves as a basis for graduate and professional study leading to higher level industrial positions, teaching at the college level, or involvement in technical aspects of related fields such as law.
2. The B.S. in BIOCHEMISTRY program (approved by the American Chemical Society [ACS]) provides a comprehensive background in the major areas of chemistry with an emphasis in biochemistry. Students awarded this degree will be qualified for employment opportunities in chemistry and biochemistry. The program also prepares students for graduate study in chemistry and in biochemistry.
3. The B.S. in CHEMISTRY-BIOLOGY (Pre-Medical) provides the core courses required for admission to schools of medicine, dentistry, and veterinary medicine as well as schools of optometry, podiatry, chiropractic, and physical therapy. It also enables the student to pursue a career in biochemistry and molecular biology.
4. The B.S. in FORENSIC AND TOXICOLOGICAL CHEMISTRY program prepares students for careers in criminalistics and toxicology. The program also serves as a basis for graduate study and specialization in these fields. A one-semester internship in a toxicology or forensic-chemistry laboratory is mandatory.
5. The B.S. in EDUCATION in CHEMISTRY program prepares students for a career in teaching chemistry in secondary schools. The program gives students experience in the major branches of chemistry so that, with proper selection of electives, graduate work in either pure chemistry or chemistry education can be pursued. Sufficient flexibility is provided so that students also may become certified in general science. This program requires 126 credits for completion. See the "Teacher Certification Programs" section of this catalog for an explanation of related requirements.

Majors in the five B.S. programs should consult the Department of Chemistry handbook and their adviser for current requirements, particularly regarding internships. A grade of C– or better is necessary in all required science and math courses.

Undergraduate Research and Internship Programs

Although internships are not a mandatory part of all chemistry programs, they are available to majors on a selective basis. Students receive varying amounts of credit based on the number of hours spent in a work situation and on the nature of the academic work during the internship or research. Credit varies from one to 12 semester hours. The number of research or internship credits taken may be limited by the department.

REQUIREMENTS COMMON TO DEGREE PROGRAMS IN CHEMISTRY, BIOCHEMISTRY, FORENSIC AND TOXICOLOGICAL CHEMISTRY, AND EDUCATION — CHEMISTRY

120 semester hours for all degree programs except the B.S.Ed., which is 126 semester hours

1. General ed. requirements, see pages 38-44 — 48 semester hours
   Note: Certain programs have individualized requirements; see below.
2. Chemistry requirements — 27 semester hours
   CHE 103-104, 231-232, 321, 418, 476, 491
   CRL 103-104, 231, 321
   Lab safety exam must be passed before application for graduation. See adviser for more information.
3. Other science requirements — 11 semester hours
   PHY 170-180; BIO 110 (B.S. chemistry majors may substitute CSC 141.)
   PHY 170 and BIO 110 (or CSC 141) fulfill science general education requirements.
4. Mathematics requirements — 8 semester hours
   MAT 161-162 (MAT 161 fulfills a general education math requirement.) B.S. chemistry-biology majors substitute MAT 121 for MAT 162.

BACHELOR OF SCIENCE — CHEMISTRY

1. Required chemistry courses — 26 semester hours
   CHE 341, 342, 409, 411, 424
   CRL 232, 341, 342, 411, and 424
2. Chemistry electives — 9 semester hours
   Group A electives: CHE 333 or CHE 477 (3 semester hours)
   Group B electives: selected from upper-division chemistry courses (6 semester hours)

BACHELOR OF SCIENCE — BIOCHEMISTRY

1. Required chemistry courses — 28 semester hours
   CHE 341, 342, 411, 424, 477
   CRL 232, 341, 342, 411, 424, and 476
2. Other required courses — 3 semester hours
   One of these courses: BIO 214, 220, or 230
3. Biochemistry elective — 4 semester hours
   Students must select from among the following: CHE 381, 479, 480, or CRL 477

BACHELOR OF SCIENCE — FORENSIC AND TOXICOLOGICAL CHEMISTRY

1. Required chemistry courses — 20 semester hours
   CHE 341, 371, 451, 479
   CRL 341, 371, 476
2. Other required courses — 15 semester hours
   BIO 204, 230; BIL 333; CRJ 110; and MAT 121 (CRJ 210 may be substituted for CRJ 110.)

BACHELOR OF SCIENCE IN EDUCATION — CHEMISTRY

1. General ed. requirements, see pages 38-44 — 48 semester hours
   Note: Students in this program must take a LIT course and PHI 180 as humanities general education courses; PSY 100 is recommended as a behavioral/social science general education course.
2. Required chemistry courses — 12 semester hours
   CHE 341, 411, 417, and CRL 232 and 341
3. Required education courses — 35 semester hours
   EDA 103, 303; EDR 347; EDF 300; EDP 250; EDS 306, 411, 412; and SCE 350 or SCB 350; LAN/ENG 382

Note: SCE 350 and LAN/ENG 382 fulfill the diverse communities requirement, and EDF 300 fulfills the interdisciplinary requirement.

BACHELOR OF SCIENCE — CHEMISTRY–BIOLOGY

1. General ed. requirements, see pages 38–44 — 48 semester hours
   Note: Students in the chemistry-biology curriculum must take PHI 371 as a humanities or interdisciplinary general education requirement.
2. Required chemistry courses — 32 semester hours
   CHE 103, 104, 231, 232, 321, 341, 418*, 476, 491; CRL 103, 104, 231, 321*, and 476
3. Required biology courses — 24 semester hours
   BIO 110, 217, 220, 230, 357, 448, and 468 or 469
4. Required physics courses — 8 semester hours
   PHY 130-140 or 170-180
5. Required mathematics courses — 7 semester hours
   MAT 121 and 161
6. Concentration electives* — 9–10 semester hours
   Selected from upper-division chemistry and biology courses

Minor in Chemistry — 17 semester hours

The Department of Chemistry offers a minor in chemistry. The requirements are as follows:

1. Required courses: Completion of CHE 231, CHE 232, CRL 231, CHE 321, CRL 321, and three credits of 300-level or higher chemistry elective(s). These electives must be chemistry courses (CHE) that satisfy the chemistry requirements of the ACS chemistry major program. Each of these courses must be passed with a grade of C– or better.
2. Completion of the prerequisites for these courses including CHE 103, CHE 104, CRL 103, CRL 104. Each of these courses must be passed with a grade of C– or better.
3. GPA of at least a 2.00 in the minor.
4. Interview with the Department of Chemistry minor adviser or chair at least once a semester.

* Students may, with the permission of the department chair and the coordinator of the pre-medical program, substitute an approved 6–12 credit internship for selected requirements and concentration electives. The courses with asterisks would be replaced by the internship (12 credits).

COURSE DESCRIPTIONS

CHEMISTRY

Symbols: CHE, CRL

100 Concepts of Chemistry (3) A broad survey course with a laboratory experience that seeks to develop an understanding of the field of chemistry through inquiry. Basic competence in scientific methods and procedures will be obtained by observing chemical reactions and studying the chemical and physical properties of a variety of compounds. (2 hours lecture, 2 hours lab)

101 Fundamentals of Chemistry (3) A mathematically oriented course for students who intend later to take CHE 103 but whose science and mathematics backgrounds are judged by a pretest to need remediation.

103-104 General Chemistry I-II (3) (3) Basic laws and theories of chemistry, including atomic structure, chemical bonding, oxidation-reduction, solutions, and ionic equilibria. Correlations of chemical principles and their application to modern descriptive chemistry. CHE 103 must precede CHE 104. PREREQ (for CHE 103): Successful completion of high school chemistry OR passing grade in CHE 101.

CRL 103-104 Experimental General Chemistry I-II (1) (1) Basic laboratory studies in college chemistry utilizing the quantitative approach. Semimicro qualitative analysis and inorganic preparations. COREQ or PREREQ: CHE 103-104. CRL 103 must precede CRL 104.

107 General Chemistry for the Allied Health Sciences (4) A one-semester treatment of the fundamentals of chemistry, including atomic structure and bonding, types of reactions, kinetics, equilibrium, and thermodynamics. May not be taken as a chemistry major elective. CRL 107 may be taken concurrently or after CHE 107.

CRL 107 General Chemistry Lab for Allied Health Science (1) A one-semester laboratory course to complement CHE 107. Basic laboratory techniques, both qualitative and quantitative, will be used to illustrate principles from the lecture. COREQ or PREREQ: CHE 107.

160 The Chemistry of Beer (3) An introduction to the chemistry of beer, including its properties, ingredients, production, and origins. The chemistry and biochemistry of alcohol will also be covered.

230 Introduction to Organic and Biological Chemistry (3) A course in the fundamentals of organic chemistry. Structural theory of organic molecules, organic synthesis, and biological applications. PREREQ: C- or better in CHE 104 or 107.

231-232 Organic Chemistry I-II (4) (3) A survey of the classes of organic reactions from a mechanistic deductive approach. Preparatory topics will include atomic structure, bonding theories, resonance, and acid-base concepts. CHE 231 will focus on classes of organic molecules, organic nomenclature, stereochemistry, nucleophilic substitution, and elimination reactions applied to the chemistry of hydrocarbons, alkyl halides, alcohols, and simple systems. CHE 232 will include reactions of carbonyl compounds, the chemistry of aromatic compounds, molecular rearrangements, oxidation and reduction reactions, carbanion and amine chemistry, and spectroscopy. PREREQ (for CHE 231): CHE 104. PREREQ (for CHE 232): CHE 231.

CRL 231-232 Experimental Organic Chemistry I-II (2) (2) Basic laboratory skills in organic chemistry including classical as well as instrumental techniques. Organic synthesis and modern spectrophotometric methods of identification. COREQ or PREREQ: CRL 104 and CHE 231. CRL 231 must precede CRL 232.

300 Fundamentals of Radioisotope Techniques (3) (Also PHY 340) Biological, chemical, environmental, and physical effects of nuclear radiation. Radiation detection instrumentation and radio tracer methodology. (2 hours lecture, 2 hours lab) PREREQ: CHE 104 and PHY 140 or 180.

310 Introductory Biochemistry (3) The chemical nature of biological phenomena is presented. Particular emphasis is placed on the metabolic pathways and the enzymes responsible for these processes with applications to nutrition. PREREQ: CHE 230 or 231. (Not for chemistry majors or minors.)

321 Analytical Chemistry I (3) Fundamental principles of analytical chemistry. Theory of gravimetric and volumetric methods of analysis. PREREQ: CHE 104.

CRL 321 Experimental Analytical Chemistry I (2) Practical experience in modern techniques of chemical analysis with emphasis on volumetric and gravimetric methods. COREQ or PREREQ: CHE 321.

333 Organic Chemistry III (3) An advanced mechanistic study of organic compounds, functional groups, and their reaction. Spectroscopic characterization of organic molecules will also be covered. PREREQ: C– or better in CHE 232.

341 Physical Chemistry I (4) An introduction to physical chemistry including ideal gases, kinetic theory, three laws of thermodynamics, introduction to phase equilibrium, chemical equilibrium, application of the fundamental equation of thermodynamics, transport phenomena, chemical kinetics, introductory spectroscopy, X-ray diffraction, and the structure of solids. PREREQ: CHE 104, MAT 161 and 162 all with a C- or better. COREQ or PREREQ: PHY 180.

CRL 341 Experimental Physical Chemistry I (2) Laboratory course in physical chemistry including computer applications, thermodynamics, chemical kinetics, structure, and spectroscopy. COREQ: CHE 103 or 105, CHE 104 or 106, CHE 341, MAT 161 and 162, and PHY 170 and 180.

342 Physical Chemistry II (3) Advanced thermodynamics including nonideal gases, nonideal systems, and thermodynamics at surfaces; introduction to statistical mechanics; quantum chemistry; advanced chemical kinetics, including kinetics near equilibrium, catalytic kinetics, and activated complex theory; and dynamic electrochemistry. PREREQ: CHE 341 and PHY 180, both with a C– or better.

CRL 342 Experimental Physical Chemistry II (2) Experiments and projects in advanced physical chemistry. PREREQ: CHE/CRL 341. COREQ: CHE 342.

371 Forensic Chemistry (3) Introduction to criminalistics (chemical, forensic, analytical techniques) with the role, functions, operations, and organization of a scientific police laboratory. PREREQ: CHE 232 and CHE 321.

CRL 371 Forensic Chemistry Lab (2) Principles of microscopy, screening methods, and instrumental methods of chemical analysis applied to criminalistics and toxicological samples. COREQ or PREREQ: CHE 371.

381 Clinical Chemistry (3) Analysis of biological fluids. Clinical significance of enzyme, electrolyte, protein, and carbohydrate analysis. Requires permission of instructor or preparation in organic chemistry and quantitative analysis. COREQ or PREREQ: CHE 321 and CHE 476.

403 Chemistry of the Environment (3) The chemistry of the atmosphere, hydrosphere, and biosphere; human impact on these areas. PREREQ: CHE

104. May also be offered with lab. (2 hours lecture, 2 hours lab)

409 Descriptive Inorganic Chemistry (3) Emphasis is on the periodic properties of the representative elements, the structure of inorganic solids, the chemistry of aqueous and nonaqueous solutions, and the study of some transition metals. Lanthanides and actinides also are studied. PREREQ: CHE/CRL 104.

◆ **410 Advanced Independent Study or Chemical Research (2-6)** Taken under the direct supervision of a faculty member. May be taken for two semesters for a total of six credits. PREREQ: Senior standing or permission of department chairperson.

411 Advanced Inorganic Chemistry (3) Structure and properties of the elements and inorganic compounds from a theoretical point of view. Atomic structure and the periodic law; molecular structure and bonding, including symmetry and MO theory; structure, bonding, and reactions of transition element compounds and main group compounds; acid-base chemistry. PREREQ: CHE 341. COREQ: CHE 342.

CRL 411 Inorganic Syntheses (2) A four-hour laboratory course in the synthesis and characterization of inorganic compounds of the main group and the transition elements. PREREQ or COREQ: CHE 409 or 411.

417 History of Chemistry (1) The history of chemistry and its predecessors from earliest times to the present day. PREREQ: CHE 104.

418 Chemical Information (1) Instruction in the use of a modern chemical library, reference and data acquisition, synthetic procedures, and computer data bases. PREREQ: CHE 231.

424 Advanced Analytical Chemistry (3) Basic principles of applied instrumental analysis. Special emphasis on the use of spectrophotometric and electroanalytical instrumentation. PREREQ: CHE 321 and 341. COREQ: CHE 342.

CRL 424 Advanced Analytical Chemistry Laboratory (2) Practical experience in the choice and application of instrumental methods of analysis to chemical systems. COREQ or PREREQ: CHE 424.

433 Advanced Topics in Chemistry (3) A topic of current interest in chemistry. Topic to be announced before registration. PREREQ: CHE 341.

436 Polymer Chemistry (3) Polymerization kinetics, rheology of polymer melts, crystallization parameters, and monomer reactivity in copolymerization. PREREQ: CHE 232.

CRL 436 Polymer Chemistry Laboratory (2) Synthesis of polymers; molecular, physical, and thermal characterization of polymers. Instrumental methods include X-rays, IR, electron microscopy, and thermal analysis. COREQ: CHE 436.

443 Quantum Chemistry (3) Basic quantum chemistry including the properties of wave functions, the hydrogen atom problem, chemical bonding, angular momentum, eigenvalues and eigenfunctions, and spectroscopic concepts. PREREQ: CHE 342.

◆ **450 Internship in Chemistry (1-12)** A full- or part-time work-study appointment in a clinical, commercial, governmental, or industrial laboratory supervised jointly by an on-site supervisor and Department of Chemistry faculty member. PREREQ: GPA of 2.00 or above and permission of the Chemistry Internship Committee (CIC).

451 Internship in Forensic Chemistry (1-12) A full- or part-time work-study appointment in a clinical, commercial, governmental, or industrial laboratory supervised jointly by an on-site supervisor and a Department of Chemistry faculty member. The analytical methodology in the laboratory will include techniques applicable to forensic toxicology and/or criminalistics samples. PREREQ: Permission of the Forensic Chemistry Internship Committee.

452 Internship in Chemistry-Biology (6-12) This course gives the student exposure to and hands-on experience in the field of biomedical research. Intended to be a full-time appointment in a hospital, medical school, or research institute, it may be modified to be part-time to better meet a student's needs. Supervised jointly by an on-site supervisor and a Department of Chemistry faculty member. The analytical methodology in the laboratory will include techniques applicable to biomedical research. PREREQ: Permission of the Chemistry-Biology Internship Committee.

460 Advanced Organic Spectroscopy (3) An advanced course in organic spectroscopy dealing with IR, NMR, and MS techniques. Other techniques also may be covered. PREREQ: CHE 232 with a C– or better. COREQ: CHE 341.

476 Biochemistry I (3) This course examines the physical and chemical characteristics of proteins, carbohydrates, lipids, and nucleic acids. The bioenergetics of carbohydrate and fat metabolism and the enzymatic control of these processes is a focal point. The role of nucleic acids in protein synthesis is also covered. PREREQ: CHE 232.

W CRL 476 Experimental Biochemistry I (2) Laboratory exercises in the fundamentals of biochemistry. COREQ or PREREQ: CHE 476.

477 Biochemistry II (3) This course is an extension of CHE 476 and considers the biosynthesis and degradation of proteins, carbohydrates, lipids, and nucleic acids. The primary focus is on the interrelationship of these molecules and the pathways involving their metabolism. PREREQ: CHE 476, or permission of instructor.

CRL 477 Experimental Biochemistry II (2) A second-semester laboratory course in biochemistry that stresses the use of advanced analytical instruments to characterize biologically important molecules and to elucidate their mechanism of action. PREREQ: CHE 476 and CRL 476.

479 Chemical Toxicology (3) A one-semester course in the environmental and physiological aspects of chemical toxicity. Special emphasis will be placed on documentation, sampling, and verification of materials. PREREQ: CHE 232.

◆ **480 Introduction to Chemical Research (2-6)** An independent chemical research project under the direction of a faculty member. The faculty member assigns the research topic and background literature readings and works closely with the student in the research laboratory giving instruction in laboratory techniques. The student is required to write a final research report. PREREQ: Senior standing or permission of department chairperson.

491 Seminar in Chemistry (1) Oral presentation of papers based on laboratory or library research. PREREQ: Permission of department chairperson.

SCC 370 Science and Human Values (3) A one-semester course illustrating the impact of science on human thought, values, and institutions. Ethical, sociological, and psychological aspects of science-mediated change are covered in depth.

SCI 102 Electricity With Physical and Biological Applications (3) An exploration of the physics of electrical circuits, the chemical basis of electricity as the flow of electrons, acid-base and oxidation-reduction reactions in chemical and in living systems, the electrical activity in the human nervous system, and connections between electricity and sensation and locomotion in humans. For elementary education majors only. Team taught with the departments of Biology and Physics.

◆ This course may be taken again for credit.
W Writing emphasis course

Department of Communication Studies

512 Main Hall
610-436-2500
Timothy J. Brown, *Chairperson*

PROFESSORS: Brown, Dean, Foeman, Jenks, Orr, Remland
ASSOCIATE PROFESSORS: Levasseur, Lordan, Millhous, Pearson, Thompsen
ASSISTANT PROFESSORS: Boyle, Kopacz, Polk, Sawyer
INSTRUCTOR: Hickman

The B.A. in COMMUNICATION STUDIES provides students with a comprehensive examination of the theory and practice of communication as it is spoken, written, and created for mediated audiences. At the heart of the program is the focus on oral communication as the core of a liberal education that can be applied to a number of career professions. This program also will prepare students for postgraduate study.

Students can study communication as a generalized degree, or they can choose to take courses in one of three areas of specialization: interpersonal and intercultural communication, mass media and public relations, or rhetoric and public communication.

Majors are expected to meet with their advisers to plan a course of study, to select courses prior to scheduling, to discuss career opportunities, and to keep abreast of departmental co-curricular activities. Students are provided with handbooks to inform them of requirements for each program in the department. Students who wish to transfer into the communication studies program must meet "Program Admission Requirements" below.

Departmental Student Activities

The Forensic Team (speech and debate), the radio station, the TV Club, Students in Communication, and Lamda Pi Eta are student organizations that involve department faculty and resources. The activities of these organizations are open to all students.

Department Internships

Internships are available for academic credit for highly motivated and academically successful students who meet the department's requirements. The department encourages students to take internships to enhance their academic studies with work experience in a professional organization. Students have been placed in offices of congressmen, radio and television stations, and local industries. Students and their placements are screened to assure mutual satisfaction for all parties involved. For details, students should check with the department's internship coordinator and/or department's Web site: communication.wcupa.edu.

REQUIREMENTS FOR THE BACHELOR OF ARTS—COMMUNICATION STUDIES

120 semester hours

General education requirements, see pages 38-44 — 48 semester hours

1. Required lower-division courses — 18 semester hours
   COM 204, 212, 216, 219, 224, and SPK 208
   Three of the required lower-division courses (COM 219, 224, and SPK 208) are prerequisites for all upper-division communication studies courses. In addition, COM 216 is a prerequisite for COM 304. **Also, SPK 208 must be taken to satisfy the general education communication requirement.**
2. Upper-division courses — 18 semester hours
   Students will work with their advisers to select six appropriate courses at the 300 and/or 400 level from the listing of department courses. Students can choose to take upper-division courses in one of the following three areas of specialization: interpersonal and intercultural communication, mass media and public relations, and rhetoric and public communications. **COM 400 may not be used to satisfy the upper-division course requirements.**
3. Capstone course — 3 semester hours
   Select one of the following: COM 490, 491, 492 or 493
4. Language/culture requirements — 0-15 semester hours
   See pages 44-45.
5. Applied area — 21-24 semester hours
   Course selected in consultation with adviser to meet career objectives (can include a selected minor)

Additional Notes

a. **A grade of C or better must be earned in a COM or SPK course in order for it to meet a department requirement.** Also, a 2.5 average or better must be earned in the aggregate of lower- and upper-division courses before graduation will be recommended.
b. To encourage B.A. communication studies majors to develop communication competence that extends beyond oral English, a grade of C or better is required in WRT 120 and the 200-level composition course (WRT 200, 204, 205, 206, 208, or 220), and a grade of C– or better is required in the 202-level course in another language. If a major employs the culture cluster option to fulfill his/her language requirement, a C– or better is required in the 102 level of the language course and in each of the culture cluster courses.
c. Students who exhaust their course repeat options and have not earned a grade of C or better in all the prerequisite communication courses will be advised that they will not be able to complete the requirements for a B.A. in communication studies. The department chair will offer an exit interview and help them to identify available alternatives.

Program Admission Requirements (B.A. and Minor Programs)

Applicants who have completed the prerequisite core (COM 219, 224, and SPK 208) will be ranked by grade point average in the core. Selection for admission will be based on these rankings at the conclusion of each semester, after grades are posted. Students who do not gain admission may reapply, but they must compete with the group of applicants in that semester.

Minor in Communication Studies — 18 semester hours

This minor may be taken as one of the minors in the bachelor of arts or bachelor of science in the liberal studies general degree program. Students who wish to minor in communication studies must first gain admission to the minor as indicated in "Program Admission Requirements" above. Once students are admitted, they must complete three courses (nine semester hours) selected from 300- and 400-level regular course offerings in communication studies. Students can choose to take upper-division courses in one of the following three areas of specialization: interpersonal and intercultural communication, mass media and public relations, and rhetoric and public communication. (COM 400, Internship, may not be selected to meet the program requirements.) A C grade or better must be earned in each of the courses used to meet the minor requirements. Students are also required to earn a grade of C or better in WRT 120 and the 200-level composition course (WRT 200, 204, 205, 206, 208, or 220). A 2.5 GPA must be achieved in the aggregate of minor courses before clearance for graduation with a minor will be granted.

COURSE DESCRIPTIONS COMMUNICATION STUDIES

Symbol: COM

100 Internship in Computerized Communication (1-3) Internship for high school seniors to engage in a structured and supervised learning experience in computerized communication.

112 Communication Media Practicum (1-3) This course provides students with an opportunity to gain knowledge and skill as they work at WCU media outlets.

200 Communication Careers Planning I (1) This course is designed to introduce the first of a two-phase, career-planning process. Self-assessment and exploration are provided through assigned readings, mini-lectures, reflective exercises, and small group activities.

201 Fundamentals of Communication Technology (3) Examination of the use of computers and other technologies to create, organize, store, visualize, and present messages.

202 Scripts and Formats for Mass Media (3) Students are required to analyze, evaluate, and produce scripts for a variety of mass media formats. The course emphasis is on radio, television, and film.

204 Interpersonal Communication (3) This course focuses on one-on-one (or dyadic) communication to give the student a fundamental understanding of the processes and experiences of the most basic type of human communication.

212 Mass Communication (3) A survey course designed to identify, analyze, and evaluate the pragmatic, persuasive, creative, and technical dimensions of mass media.

216 Small Group Communication (3) Introduction to and practice in the structured small group. Emphasis on preparation for, analysis of, and participation in problem-solving oriented groups.

217 Introduction to Video Production and Editing (3) Planning and producing the nondramatic television production.

219 Communication Theory (3) A study of human communication that includes a historical view of the field, examinations of definitions of communication, analysis of the nature of theory and the process of theorizing, assessment of perspectives of communication, and construction of models of communication.

220 Multimedia Communication (3) The practical application of communication theory through experiences in photography and multi-media productions. The creative potential of combining sound and various photographic elements will be explored with special attention given to photojournalism as used in advertising, public relations, theater, and related mass communication fields.

222 Successful Web Publishing (3) Examination of problems and solutions for successful Web publishing.

224 Communication Research (3) An examination of the nature of inquiry and research in communication. Emphasis on understanding and appreciating the strengths and weaknesses of various methods of research in communication.

250 Intercultural Communication (3) A study of factors that contribute to communication breakdowns between diverse cultures and between fragmented segments within the same society.

292 The Future of Communication: Living in the Digital Age (3) An examination of the many effects of computer-mediated communication.

295 Communication and Disability (3) This course explores how individuals communicate through and about disability. Topics covered include the place of perceptions, identity, language, nonverbal behavior, and assistive technology in interpersonal communicative interactions among and about individuals

Diverse communities course

with disabilities in family, friendship, and professional relationships.

304 Organizational Communication (3) An in- depth analysis of the dynamic process of communication as it occurs in organizational networks. PREREQ: COM 216, 219, 224; and SPK 208.

307 Nonverbal Communication (3) A study of the verbal and sensory messages we are constantly receiving. Body language and the uses of space, time, touch, objects, and color inherent in the sensory messages we receive. PREREQ: COM 219, 224; and SPK 208.

309 Advanced Public Speaking (3) Designing personal strategies, adapting delivery to large audiences, developing oral use of language, and speaking to live or simulated community groups. PREREQ: COM 219, 224; and SPK 208.

317 Advanced Video Production (3) Planning the program. Preparing the shooting script. Practice in rehearsing with actors and cameras. PREREQ: COM 217, 219, 224; and SPK 208.

318 Forensics (3) Study in the philosophy and practice of forensics. Initiating, developing, and administrating a forensic program. Coaching and judging debate and individual events. PREREQ: COM 219, 224; and SPK 208.

320 Communicating on Television and Radio (3) For the student who, by career or circumstance, will be required to be on radio and television. The focus of the course will be on three major areas: interviewer/interviewee techniques; acting for television, including working in commercials; and news reporting, including studio and remote locations. PREREQ: COM 219, 224; and SPK 208.

330 Oral Communication for Technical Professionals (3) The student will explore the oral component of effective communication as it applies to the business and professional world of mathematics, engineering, and science. PREREQ: COM 219, 224; and SPK 208.

I 340 Political Communication (3) This course examines the functions and effects of political messages in policymaking and in campaigns. Particular attention is paid to the flow of messages between politicians, the media, and the electorate. PREREQ: COM 219, 224; and SPK 208.

355 Introduction to Public Relations (3) Introduces students to the theory and practice of public relations, including research, writing, and evaluation. PREREQ: COM 219, 224; and SPK 208.

360 African American Culture and Communication (3) This course explores the cultural perspective and practices that form the basis of African American communication. Topics covered include the characteristics of African American verbal and nonverbal communication as well as the communication strategies that improve intercultural communication competence. PREREQ: COM 219, 224; and SPK 208.

◆ 399 Directed Studies in Communication Studies (1-3) Research, creative projects, reports, and readings in communication studies. Students must apply to advisers one semester in advance of registration. Open to juniors and seniors only. PREREQ: COM 219, 224; SPK 208; and approval of department chairperson.

◆ 400 Internship in Communication Studies (3-12) This course provides a structured and supervised work experience in communication. Credits earned are based on the amount of quality time spent on the job. Students must apply to the department internship coordinator and receive approval to be admitted. PREREQ: COM 219, 224; SPK 208; and approval of department internship coordinator.

402 Teaching Communications (3) Theory and practice in teaching junior and senior high school communication and drama courses, and in directing cocurricular programs in junior and senior high school. PREREQ: COM 219, 224; and SPK 208.

403 Persuasion (3) Current theories of attitude and attitude change. Practice in speaking to modify behavior through appeals to the drives and motives of the listener. PREREQ: COM 219, 224; and SPK 208.

404 Rhetorical Theory and Criticism (3) Offers an overview of rhetorical theory from classical to contemporary times. Theory is used to analyze and assess a variety of texts such as advertisements and speeches. PREREQ: COM 219, 224; and SPK 208.

W 405 Argumentation and Debate (3) Functions and principles of argumentation and debate, including analysis, evidence, reasoning, and refutation. Class debates on vital issues. PREREQ: COM 219, 224; and SPK 208.

410 Conflict Resolution (3) This course explores the means of resolving conflict through argument, negotiation, mediation, and arbitration. PREREQ: COM 219, 224; and SPK 208.

W 415 (also LIN 415) Language, Thought, and Behavior (3) This course is designed to help students understand the way language functions in the communication process. To accomplish this purpose, various language systems will be examined, and one will be selected for in-depth analysis. PREREQ: COM 219, 224; and SPK 208.

W 440 Friendship Communication (3) This course explores communication in friendship relationships. Topics covered include a dialectical perspective of creating and maintaining meaning between friends in childhood, adolescence, and adulthood, as well as how friendship communication is affected by gender, culture, school, work, romance, and family. PREREQ: COM 204, 219, 224; and SPK 208.

W 445 Family Communication (3) This course explores communication in family relationships. Topics covered include interpersonal interaction between family members, societal influences on the family as a whole, and the place of family narratives in these communicative behaviors. PREREQ: COM 204, 219, 224; and SPK 208.

450 Health Communication (3) This course explores communication in health care settings. Topics covered include the changing perceptions of medical encounters, the language of illness and health, the roles of patients and caregivers, and health communication in historical, cultural, organizational, technological, and medical contexts. PREREQ: COM 219, 224; and SPK 208.

455 Public Relations Campaigns (3) This course explores the strategic planning and implementation of public relations programs. Topics include the application of management theory to real public relations cases to solve communication problems as well as identifying audience values and working with the media to develop and distribute messages. PREREQ: COM 212, 219, 224, 355; and SPK 208.

460 Communication and Advertising (3) This course explores the relationship between communication and advertising. Topics covered include the interconnection among advertising, media, and a range of publics, as well as the process and history of advertising, message strategies, media planning, campaign evaluation, and ethical and regulatory issues. PREREQ: COM 212, 219, 224; and SPK 208.

470 Intercultural Communication Training (3) This course explores intercultural communication training in organizations. Topics covered include the effects of cultural differences on communication within and between organizations, training strategies for managing cultural differences in communication, and the relationship between intercultural communication training and the power structures in organizations. PREREQ: COM 219, 224; and SPK 208.

480 Communication and Leadership (3) This course explores the relationship between leadership and communication. Topics covered include the definition of "leadership challenge," the major approaches to leadership training, and the study of leadership as a metaphor for self-development. PREREQ: COM 219, 224; and SPK 208.

490 Capstone Course in Communication Theory (3) This senior-level seminar explores leading communication theories at an advanced level. Students will be expected to read, synthesize, and apply original communication research related to key theories across the communication studies field. PREREQ: COM 219, 224; SPK 208; and any two 300- or 400-level COM courses other than COM 400.

491 Capstone Course in Rhetoric and Public Communication (3) This senior-level seminar explores leading theories of rhetoric and social influence at an advanced level. Students will be expected to read, synthesize, and apply original communication research related to theories in these particular areas of emphasis in the communication studies field. PREREQ: COM 219, 224; SPK 208; and any two of the following courses: COM 309, 340, 403, 404, 405, or 481.

492 Capstone Course in Intercultural and Interpersonal Communication (3) This senior-level seminar explores leading theories of intercultural and interpersonal communication at an advanced level. Students will be expected to read, synthesize, and apply original communication research related to theories in these particular areas of emphasis in the communication studies field. PREREQ: COM 204, 219, 224; SPK 208; and any two of the following courses: COM 307, 360, 410, 440, 445, 450, 470, or 482.

493 Capstone Course in Media and Public Relations (3) This senior-level seminar explores leading media and public relations theories at an advanced level. Students will be expected to read, synthesize, and apply original communication research related to theories in these particular areas of emphasis in the communication studies field. PREREQ: COM 212, 219, 224; SPK 208; and any two of the following courses: COM 317, 320, 355, 455, 460, or 483.

◆ 499 Communication Seminar (3) Intensive examination of a selected area of study in the field of communication studies. Topics will be announced in advance. PREREQ: COM 219, 224; and SPK 208.

Symbol: SPK

208 Public Speaking (3) Development of skills necessary to understand the theory of communication as a problem-solving tool in the community. Special emphasis is on the student's performance as a sender and receiver of messages directed at social action.

230 Business and Professional Speech Communication (3) Practice in effective speaking and listening. Interpersonal communication in the business and professional setting, including reports and sales presentations, policy speeches, conference leadership techniques, group dynamics, and speaking.

I Approved interdisciplinary course
◆ This course may be taken again for credit.
W Writing emphasis course

Department of Communicative Disorders

201 Carter Drive
610-436-3401
Michael Weiss, *Chairperson*

PROFESSORS: Gunter, Weiss
ASSOCIATE PROFESSORS: Koenig, Means
ASSISTANT PROFESSORS: Grillo, Swasey-Washington
INSTRUCTOR: Curtin

The Department of Communicative Disorders offers a program leading to a B.A. in communicative disorders. It is a preprofessional program that provides students with basic knowledge of human communication and communication disorders in preparation for graduate study in audiology, speech-language pathology, speech and hearing science, or related health science or communication fields.

Students will be provided with the opportunity to complete the undergraduate preparation that is applicable to fulfilling the requirements for the Certificate of Clinical Competence (CCC) from the American Speech-Language-Hearing Association (ASHA).

The department operates a Speech and Hearing Clinic that serves as a teaching and training facility for the academic program. The clinic provides diagnostic and therapeutic services for children and adults with speech, language, and hearing problems. These services are available to individuals from the University as well as from the surrounding communities.

Academic Policies

1. Restrictive major requirement
   To remain in the major or to transfer into the major, students must complete the following prerequisite courses with a cumulative GPA of at least a 3.0 and a minimum grade of C or better in each course; ENG 230/LIN 230; any 100-level MAT; SPP 101, 106, 203, 207; WRT 120; and any 200-level WRT. The restrictive major requirement began with the 2008 fall semester for freshmen and new transfer students.
2. Letter grade requirement
   Grades of C–, D, or F earned in major (SPP) courses must be raised to C or better. A major course in which a student earns a grade of C-, D, or F must be repeated the next time the course is offered.
3. GPA requirement
   A minimum 2.5 cumulative GPA and 2.5 GPA in the major courses are required for all communicative disorders majors to complete the degree program.

BACHELOR OF ARTS — COMMUNICATIVE DISORDERS

120 semester hours

1.	General ed. requirements, see pages 38-44	48 semester hours
2.	Language and culture	3-15 semester hours
3.	Related areas These courses are to be selected under advisement from a department-approved list.	18 semester hours
4.	Communicative disorders concentration SPP 101, 106, 163, 166, 203, 204, 207, 208, 263, 329, 333, 346, 348, 350, 363, 366, and 463	34 semester hours
5.	Electives	up to 17 semester hours

COURSE DESCRIPTIONS COMMUNICATIVE DISORDERS

Symbol: SPP

101 Introduction to Communicative Disorders (3) An introductory survey of normal processes and disorders of speech, language, and hearing. Suitable for nonmajors.

Ⓦ 106 Anatomy of Speech and Hearing Mechanisms (3) A study of embryology, normal development, neurology, and physiology of anatomical structures of the speech and hearing mechanisms. PREREQ: SPP 101.

163 Seminar I in Communicative Disorders (.5) The seminar is designed to help integrate experiential and theoretical information. The seminar will focus on career/professional awareness, orientation to the department, and individual studies. Suitable for nonmajors. Should be taken concurrently with SPP 101.

166 Seminar II in Communicative Disorders (.5) The seminar is designed to help integrate experiential and theoretical information. The seminar will focus on personal adjustment, assertiveness, and active listening.

203 Speech and Hearing Science (3) This course presents students with the fundamental knowledge of acoustics related to speech production and speech perception. It also provides an opportunity for students to engage in laboratory experiences related to acoustic and psychoacoustic measurement. PREREQ: SPP 101 or linguistics minor.

Ⓦ 204 Speech and Language Development (3) Examination of normal communication development: biological, cognitive, social, and ecological bases of language. Developmental milestones from prelinguistic communication to oral language and literacy. Normal variations in development associated with cultural diversity and bilingualism. PREREQ: ENG/LIN 230, SPP 101.

207 Introduction to Phonetics (3) Introduction to the International Phonetic Alphabet and its use in transcribing normal and disordered speech. Emphasis is placed on broad and narrow transcription skills. PREREQ: SPP 101 or linguistics minor.

208 Neurology of Speech and Hearing (3) A study of neuroanatomy and neurophysiology of the speech and hearing mechanism. PREREQ: SPP 101, 106.

240 Development and Disorders of Language (3) An examination of normal language development and its psycholinguistic, neurological, and social dimensions. Special education considerations for children with language disorders. Suitable for nonmajors.

266 Seminar III in Communicative Disorders (.5) The seminar is designed to help integrate experiential and theoretical information. The seminar will focus on implications of disabilities and on cultural diversity.

329 Speech and Voice Disorders (3) The symptomatology, etiology, assessment, and treatment of communicative disorders associated with speech and voice. PREREQ: SPP 101, 106, 203, 204, 207.

333 Language Disorders (3) Clinical management issues associated with developmental and acquired language disorders in children and adults. Linguistic patterns observed in the performance of individuals with various etiological conditions (e.g., mental retardation, autism, hearing loss, neurological impairment, craniofacial anomalies, learning disability). Factors indicating risk for and maintenance of language disorders. Protocols for evaluation and treatment indicated by developmental theories, processing models, and sensitivity to normal variations among culturally diverse populations. PREREQ: SPP 204.

346 Hearing Disorders (3) An introduction to audiology and its relationship to other medical and educational fields concerned with hearing impairments. Developmental, medical, social, physical, and psychological properties of hearing and sound are explored. Evaluative techniques are introduced with opportunity for limited practical experience. PREREQ: SPP 106 and 203.

348 Hearing Disorders Laboratory (1) Laboratory experience to become familiar with most common hearing testing and remediation equipment. Taken concurrently with SPP 346.

Ⓦ 350 Clinical Principles in Communicative Disorders (3) A study of evaluative and therapeutic materials and methods applicable to the professional setting. PREREQ: SPP 329 and 333.

363 Seminar IV in Communicative Disorders (.5) The seminar is designed to help integrate experiential and theoretical information, focusing on principles and applications of counseling.

366 Seminar V in Communicative Disorders (.5) The seminar is designed to help integrate experiential and theoretical information, focusing on professional resources and the legal, ethical, and political responsibilities of the professional.

◆ 410 Independent Study (1-3) Research, creative projects, reports, and readings in speech pathology and audiology. Application must be made to advisers by students one semester in advance of registration. Open to juniors and seniors only. PREREQ: Approval of department chairperson. Offered on demand.

451 Clinical Practicum in Communicative Disorders (3) Supervised practice in the Speech and Hearing Clinic. Designed to prepare students to evaluate and provide therapy for children and adults who have communication problems. PREREQ: Overall GPA of 2.75 and major GPA of 3.0; permission of the department.

463 Seminar VI in Communicative Disorders (.5) The seminar is designed to help integrate experiential and theoretical information, focusing on employment opportunities and graduate education.

469 Clinical Instrumentation (3) Evaluation, selection, use, and maintenance of electronic aids for the speech and hearing clinician. Emphasis on demonstrations and practical experience. Open to communicative disorders students with senior standing. Also offered as SPP 569 for graduate credit.

◆ 498 Workshop in Communicative Disorders (3)

Ⓦ Writing emphasis course
◆ This course may be taken again for credit.

Department of Computer Science

25 University Avenue, Room 150
610-436-2204
www.cs.wcupa.edu
James D. Fabrey, *Chairperson*

PROFESSORS: Epstein, Fabrey
ASSOCIATE PROFESSORS: Jiang, Kline, Wyatt, Yang
ASSISTANT PROFESSORS: Agah, Asadi, Lu

The Department of Computer Science offers a program leading to the bachelor of science degree. Students also can select courses leading to a computer security certificate. The B.S. in computer science prepares the student for a career in the field of computer science and its applications, such as security, and/or additional study in computer science at the graduate level. Students gain valuable on-the-job experience through an internship program with local industry or business. Normally, the computer science degree requires attendance during eight academic semesters. It is important the major consult with his/her adviser to ensure that all requirements are being met.

BACHELOR OF SCIENCE – COMPUTER SCIENCE

120 semester hours

1. General ed. requirements, see pages 38-44 48 semester hours
   MAT 151*
2. Core curriculum
   a. Computer science requirements 27 semester hours
      CSC 141, 142, 220, 240, 241, 242, 301, 345, 402
   b. Communication skills requirements 3 semester hours
      ENG 368 or 371 and SPK 208* or 230*
   c. Mathematics requirement 7 semester hours
      MAT 121, 161
   d. Additional mathematics and sciences requirements 11 semester hours
      MAT 122 or 162, plus electives in science or mathematics (At least one general education science course must be a laboratory science course for science majors.)
3. Complex large-scale systems 3 semester hours
   CSC 416 or CSC 417 (or CSC 490 or CSC 495 if topic and format are suitable – must be approved by the department chairperson)
4. Computer science 300- and 400-level electives 18 semester hours
   A minimum of 6 semester hours of 400-level courses are required. If CSC 416 and CSC 417 are both taken, one can be used here. Three semester hours of the 6-semester hour internship CSC400 can be used here.
5. Free electives 3 semester hours
6. Special entrance requirements
   Students who enter WCU as freshman computer science majors should meet the following high school criteria:
   - Rank in the top two-fifths of graduating class
   - Pass algebra I, algebra II/trigonometry, geometry, and a senior-year math course
   - Earn a math SAT original score of 530 (or recentered score of 550) or better
   - Earn a combined SAT original score of 950 (or recentered score of 1020) or better
7. Advanced Placement credit
   The following guidelines will be used to determine college credit when evaluating Advanced Placement scores in computer science.

Examination	AP Score	Policy
Computer Science A or AB	3, 4, 5	3 credits for CSC 141

8. Minimum grades to enter major and to graduate: C- in CSC, MAT, and other cognate courses; 2.5 GPA in CSC courses; 2.0 GPA in MAT courses; and a grade of C- or better for both CSC 141 and 142. This policy does not apply to courses that are taken as free electives. Entering majors must have completed CSC 141-142 and two of MAT 121, 151, 161.

Minor in Computer Science 19 semester hours

Baccalaureate students may receive transcript recognition for a minor area of study in computer science by completing the following six required courses:†

CSC 141, 142, 240, 241; MAT 151, 161

Minor in Information Technology 18 semester hours

The minor in information technology introduces students to the fundamentals of programming, computer security, Web technology, database systems, and networking. All students must complete the following six required courses:† CSC 115 and 301, CST 221 and 235, CSW 131 and 315.

Minor in Web Technology and Applications 18 semester hours

The minor in Web technology and applications introduces students to fundamental principles of Web design, including the underlying technology and principles of aesthetics and effective communications. All students in the minor must complete four core courses (ART 111 and 113, COM 201, CSW 131) and two electives (chosen from ART 210, 211, 212, 213; COM 222**, 292**; CSW 315**; EDM 300; ENG 320; ESS 435**; HIS 390**, 480**; or an approved independent project).†

Certificate in Computer Security 18 semester hours

Students can receive a certificate in computer security that will appear on their transcripts.†

Required courses:

CSC 301, 302, 331, 335, and 402

One course chosen from the following:

CRJ 380; CSC 300, CSC 400, CSC 490 (IA topic), 499; MAT 405 (IA topic)

† Students must earn a minimum grade of C- in each course and an overall GPA of 2.0 in the minors and certificate programs listed here.
* Required courses that will count towards the general education requirements.
** At least one of these electives must be a designated capstone project course.

COURSE DESCRIPTIONS COMPUTER SCIENCE

Symbol: CSW

101 Introduction to Computers (3) (nonmajors) This course is for nonmajors dealing with what computers are, what they can do, and how they are used. A brief history of computers and the societal implications of computer usage. A brief introduction to the Internet is provided along with hands-on experience using word processing, database, and spreadsheet software.

131 Introduction to Web Design (3) This course will cover HTML and introductory JavaScript programming to provide students with a basic technology skill set for pursuing other topics in Web technology. Use of some simple Web authoring and graphics packages, but a focus on the structure and semantics of HTML and JavaScript. One of three core requirement courses for the Web technology and applications minor. PREREQ: Familiarity with basic graphical user interface and systems concepts such as files, folders, and use of an editor, and Web browsers.

315 Introduction to Web Programming (3) This course will continue the design and methodologies practices that were begun in CSW 131. Beginning with an introduction to project management, the course will look at specific design practices and technology integration. In addition, the course will focus on learning to use a commercial editor and delve into server-sided scripting languages. PREREQ: CSW 131. This can be used as a capstone fulfillment. For nonmajors only.

Symbol: CST

221 Database Systems (3) (nonmajors) This course introduces students to the role of databases in information technology. PREREQ: CSC 110 or 115.

235 Network and System Administration (3) (nonmajors) This course introduces students to the fundamentals of networks and systems administration. PREREQ: CSC 110 or 115.

Symbol: CSC

110 Fundamentals of Computer Science (3) (nonmajors) Introduction to the fundamentals of computing. Topics include surveys of the following sub-areas of computer science: artificial intelligence, hardware/operating systems, programming languages/software, ethics/social issues, history, electronic communications, problem solving, and programming. The course includes laboratory projects in application software, programming, and electronic communication.

115 Introduction to Computer Programming (3) (nonmajors) The art and science of computing are introduced using an object-oriented programming language, such as Visual Basic. Topics include looping, branching, arrays, and program development.

141 Computer Science I (3) An introduction to programming using Java. Topics covered include basic program layout, primitive data types and strings, control structures (loops and decisions), methods, parameters, and text file input/output. PREREQ: High school algebra.

142 Computer Science II (3) This course introduces the design and implementation of classes and objects, arrays using primitive types and strings, arrays of objects, sorting and serching through arrays, recursion, aggregate objects, and an introduction to graphical user interfaces (GUI's). PREREQ: CSC 141.

220 Foundations of Computer Science (3) Topics include regular and context free grammars and languages, computational logic, finite state machines, and parsing. PREREQ: MAT 151 and 161.

240 Computer Science III (3) This course focuses on more advanced topics in object-oriented programming, including project design planning, and testing using milestone and checklists. Programming topics include text processing (including the StringBuilder and StringTokenizer classes), inheritance, polymorphism, abstract classes, interfaces, generic classes, exception classes, exception throwing and handling, random access files, serialization, and an introduction to some basic data structures, such as collection and linked lists. PREREQ: CSC 142, MAT 151.

241 Data Structures and Algorithms (3) Data structures and related algorithms are studied using object-oriented programming, such as Java. Topics include data abstraction, recursion, lists, stacks, queues, linked lists, trees, hashing, searching and sorting algorithms, and the evaluation of algorithm efficiency. PREREQ: CSC 240, MAT 151 and 161.

242 Computer Organization (3) This course teaches introductory topics in computer architecture and hardware design as well as the basics of assembly language. Software is provided to assemble, run, and debug assembly language programs. Additionally, a C compiler demonstrates a realistic usage of pointers and bitwise operations of assembly language. PREREQ: CSC 142, MAT 151.

300 Cooperative Programming (3) The student works for an organization involved in the computer field. The student may do work in various areas of the discipline such as programming, networking, or customer support. PREREQ: Written approval of the internship director and a minimum grade of C– in each of the following courses: CSC 141, 142, 240, and 241 with a 2.50 GPA in CSC; MAT 151 and 161 with a 2.00 GPA in MAT.

301 Computer Security I (3) An introduction to computer security and the ethical underpinnings of security. The basic objectives of creating a secure system, attack methods, and defenses are discussed. PREREQ: Three courses in the information technology minor, or CSC 240.

302 Computer Security II (3) Principles and current technological developments in computer security (a continuation of CSC 301). Topics include security requirements, attack models, cryptography, authentication, and systems security, among others. Students will also learn practical knowledge through hands-on lab experience. PREREQ: CSC 301.

317 Visual Programming (3) Principles of visual programming. A second computer language (visual basic) is utilized, and a major theme, such as steganography or video games, is covered. Students must write two major projects of significant complexity. PREREQ: CSC 240.

321 Database Management Systems (3) Characteristics of generalized database management systems. Surveys of different database models that are currently used. The design and implementation of a database system. PREREQ: CSC 241.

331 Operating Systems (3) This course is a general survey of elements of operating systems with in-depth studies of certain features of specific operating systems. Elements of concurrent programming are studied, such as the mutual exclusion problem, semaphores, and monitors. Additionally, the following topics are covered: process scheduling and deadlock avoidance; memory management issues such as paging and segmentation; organization and protection of file systems. PREREQ: CSC 220, 241, and 242.

335 Data Communications and Networking I (3) An overview of the various aspects of modern data and telecommunications. Discussion of the hardware and software facets of the transmission of information in the forms of voice, data, text, and image. Topics include communication protocols, transmission technologies, analog/digital transmission, communications media, public data networks, LANs, and ISDN. PREREQ: CSC 241.

336 Data Communications and Networking II (3) An in-depth study of various aspects of modern data communication systems. Discussion of serial port communications, network performance and design, and Internet protocols. Topics include PC serial port hardware (RS-232, UART) and software (XMODEM protocol), queuing theory, X.25, frame relay, SMDS, BISDN, ATM, TCP/IP, sockets, and Internet applications. PREREQ: CSC 335.

345 Programming Language Concepts and Paradigms (3) An examination of the conceptual underpinning of programming languages and of the paradigms into which they fall. Topics will be drawn from those comprising the field of programming language such as abstraction, bindings, concurrency, design, encapsulation, history, representation, storage, and types. Programming projects will focus on languages within the functional, declarative, and object-oriented paradigms – such as Common Lisp, ML, Prolog, CLOS – rather than the familiar imperative paradigm. PREREQ: CSC 220, and 241.

350 Computers in Education (3) (nonmajors) Technical knowledge and skills for successful use of the computer as a supportive tool for education in the elementary and secondary school classes. Includes hands-on experience using word processing, database, spreadsheet, and elementary desktop publishing. Software evaluation techniques are learned using both utility and subject-matter software.

361 Simulation of Discrete Systems (3) Computer simulation using logical and numerical modeling to represent discrete systems. Detailed analysis of the foundation upon which all discrete simulation languages are built. Use of a special language, such as GPSS, to simulate actual systems. PREREQ: CSC 220 and 240.

371 Computer Graphics (3) A mathematical approach to the construction and manipulation of prototypes for graphical display purposes, taking into consideration light source, reflexivity of surfaces, and color palates. Includes an elementary treatment of animation. PREREQ: CSC 220, 241, and MAT 211.

400 Internship (6) The student works in the area of computer science that is his or her specialty. PREREQ: Written approval of the internship director and a minimum grade of C- in each of the following courses: CSC 141, 142, 240, and 241 with a 2.50 GPA in CSC; MAT 151 and 161 with a 2.00 GPA in MAT.

402 Software Engineering (3) This course explores a variety of processes for developing software, including the PSP from the Software Engineering Institute, the SEI's CMMI, and agile precesses, including eXtreme Programming and Scrum. A special emphasis is on how processes can be designed to help software engineers develop more secure code. Ethical, professional, and workplace issues are also covered, as well as strategies for testing software in PSP and agile environments. Teamwork is an important element in this course, and the teams work on developing a documented software process for their company. PREREQ: CSC 241.

416 Design and Construction of Compilers (3) Design and construction of compilers including lexical analysis; parsing techniques such as LL(1), LR, and LALR(1); and code generation techniques. Error analysis and simple code optimizations will be introduced. A large-scale project consisting of developing a lexical analyzer, parser, abstract syntax tree, symbol table, activation code, and intermediate code generation. Finally, a generating assembly code will be implemented. PREREQ: CSC 220, 241, 242.

417 User Interfaces (3) This course deals with database-driven graphical user interface applications. The Model-View-Controller software paradigm is used as a guiding principle for the applications developed. The course features applications using Java-based as well as Web-based components with a modern server-side scripting language such as PHP. Most of the course work is based on developing a complex, large-scale Web database system with the goal of implementing this system within a Web application framework. PREREQ: CSC 241.

481 Artificial Intelligence (3) Artificial Intelligence (AI) is concerned with the replication or simulation on a machine of the complex behaviors associated with intelligence. Topics will be drawn from any of those comprising the field of AI such as agent architectures, automatic truth maintenance, constraint satisfaction, expert systems, fuzzy logic, games, genetic algorithms, knowledge representation, machine learning, neural networks and connectionism, natural language processing, planning, reasoning, robotics, search, theorem proving, and vision. Projects requiring coding will focus on an AI language such as Common Lisp or Prolog. PREREQ: CSC 220 and 241.

W 490 Independent Project in Computer Science (3) The student designs and implements a software system. Project problems are drawn from local industry and university departments. A computer science faculty member supervises each project. PREREQ: Permission of instructor.

◆ **W 495 Topics in Computer Science (3)** Topic announced at time of offering. PREREQ: Permission of instructor.

W 499 Independent Study in Computer Science (3) In conjunction with the instructor, the student selects study topics via literature search. PREREQ: Permission of instructor.

W Writing emphasis course

◆ This course may be taken again for credit.

Department of Counselor Education

Graduate Business Center, Suite 102
1160 McDermott Drive
610-436-2559
Naijian Zhang, *Chairperson*
PROFESSORS: Gadaleto, Parsons
ASSOCIATE PROFESSORS: Alessandria, Zhang
ASSISTANT PROFESSORS: McCoy, Snyder, Zubernis

All counselor education courses are now taught at the graduate level. Please see the Graduate Catalog for offerings.

Department of Criminal Justice

200 Ruby Jones Hall
610-436-2647
Jana Nestlerode, *Chairperson*
PROFESSORS: Brewster, Nestlerode
ASSOCIATE PROFESSORS: O'Neill, D. Williams
ASSISTANT PROFESSORS: McVey, Reyes

West Chester University's Department of Criminal Justice offers a broad-based, interdisciplinary program that combines theory with application. Courses that teach applied knowledge complement a solid core curriculum of theory, philosophy, and analysis. The program is designed to fulfill the needs of four categories of students:

1. Those who desire a carefully planned four-year program of study to prepare for careers in criminal justice;
2. Students from two-year colleges who desire to continue their educations and obtain bachelor's degrees;
3. Criminal justice professionals who seek to increase their professional competencies by strengthening their educational backgrounds;
4. Those who wish to pursue master's degrees or law degrees.

The program provides 1) a core curriculum of required courses to ensure a solid working knowledge of the major systems within the discipline; 2) a variety of elective courses that permits students to tailor their academic careers to their professional goals; 3) a venue for the development of critical analysis and communication skills; and 4) practical experience in a criminal justice setting. These primary programmatic qualities advantageously position the successful undergraduate student for entry-level positions in criminal justice agencies or postgraduate studies.

A primary feature of the program is the summer practicum served at a criminal justice agency. It is designed to give the student the opportunity to apply acquired theoretical knowledge and receive direct professional experience in the field.

Undergraduate Goals and Objectives

The Department of Criminal Justice strives to

1. expose students to a solid education in the major components of the criminal justice system;
2. foster the development of ethical and moral standards;
3. provide students with the opportunity to apply their education to practical real-world experience;
4. prepare students to critically evaluate and communicate concepts of criminal justice;
5. foster and maintain mutually supportive relationships with professional criminal justice agencies; and
6. maintain and strengthen a program that is interdisciplinary and holistic in nature by providing a variety of courses that will ensure discipline diversity.

Related Student Activities

The Criminal Justice Club (Sigma Tau Omicron) is the local chapter of the American Criminal Justice Association (Lambda Alpha Epsilon). The activities of this organization are open to all students. The Law Society is an organization also open to all students, but may be of particular interest to those students aspiring to law school.

BACHELOR OF SCIENCE—CRIMINAL JUSTICE

120 semester hours

1.	General ed. requirements, see pages 38-44	48 semester hours
2.	Required courses* CRJ 110, 210, 300, 387, 400, and 490 (a 12-credit practicum offered only in the summer)	27 semester hours
3.	Criminal justice electives*	24 semester hours
4.	Related areas* (minor or electives taken under advisement)	24 semester hours

Enrollment in CRJ 110 and CRJ 210 is open to all students. However, enrollment in most other criminal justice courses is limited to criminal justice majors, criminal justice minors, and to those students who have received special permission from the department chairperson. Admission to the program is competitive, and enrollment in such restricted courses is no assurance of admission into the major (nor is acceptance into the minor program assurance of future acceptance into the major). Students wishing to change their majors to criminal justice must apply to the department. Evaluation of applications is based on academic performance, writing ability, and other relevant data.

NOTE: This program deviates from the "Anticipated Time for Degree Completion," which is outlined on page 58, since the program requires the completion of requirements that can only be met in the summer.

Students should generally have a GPA of at least 2.3 to apply for admission to the program.

Minor in Criminal Justice — 18 semester hours

1.	Required courses* CRJ 110, 210, 300, 387, and 400	15 semester hours
2.	Criminal justice electives*	3 semester hours

This minor may be taken as one of the minors in the bachelor of arts or bachelor of science in liberal studies general degree program. Students should generally have a GPA of at least 2.3 to apply for admission to the program.

* A minimum grade of C is required in all criminal justice and related-area courses. CRJ 300, 387, 400, and 450 must be taken at West Chester University and are not typically transferable from any other college or university.

COURSE DESCRIPTIONS
CRIMINAL JUSTICE

Symbol: CRJ

110 Introduction to the Criminal Justice System (3) This course is designed to describe the criminal justice system from arrest through trial, appeal, sentencing, correction, and parole. The object of this course is to provide the student with a procedural framework of the criminal justice process.

210 Theories of Crime and Delinquency (3) This course is a survey of the historical and contemporary attempts to explain the phenomena of crime and criminal behavior from the perspectives of sociology, psychology, economics, biology, and law. Emphasis will be placed on contemporary theory and the analysis of evidence supportive of various theoretical positions.

215 GIS for Criminal Justice Careers (3) A course in crime mapping and the analysis of maps of crime patterns, police services, locations of criminal inci-

dents, offenders' geographical behaviors, and spatial trends in crime. This course is crosslisted with GEO 215.

220 Corrections (3) The purpose of this course is to provide the student with a survey and analysis of the correctional system and its processes from both a historical and geographical perspective. Emphasis will be placed on relating this survey and analysis to contemporary practice and future trends in the area of corrections.

240 Criminal Investigation (3) Criminal investigation functions of police involving crimes of violence, crimes against property, and organized crime. Police operational techniques and applicable court decisions in the areas of interview, search, seizure, and arrest.

268 Private Security (3) This course will provide an in-depth examination of the various facets and interests of the private sector of security. A review of the history, organization, management, and safety issues pertaining to the private security profession will be addressed. Emphasis is placed on policy and decision making, personnel, and budgeting, as well as an examination of security programming that responds to the private sector.

287 Policing in America (3) This course will offer an examination of the history and evolution of policing in the United States. It will include contemporary issues in policing including administration and management, policing in a democracy, community policing, officer training, use of force and coercion, discretion, and ethical problems and concerns.

300 Criminal Law (3) This course will cover the principles of criminal responsibility, the purposes and limitations of criminal law, and the elements of various criminal offenses. Substantive criminal law will cover the conduct, acts, and omissions that have been designated as crimes. These acts (or omissions) plus the mental state and other essential elements that make up criminal action will be examined. PREREQ: Students must have earned a grade of C or better in CRJ 110, CRJ 210, and WRT 200 or above.

304 Comparative Justice Systems (3) This course will address the historical and philosophical influences upon the American criminal justice system and will explore other systems of criminal justice found in divergent and dissimilar cultures. The focus of interest will be on the problems and issues of defining concepts of "law" and "justice," and the emergence of America's moral and ethical values as reflected in our contemporary criminal justice system.

310 Juvenile Justice Administration (3) A survey of both the formal (police/courts/corrections) and the informal (diversion) means of dealing with the problem of juvenile crime. Emphasis is not on the behavior but on society's response to it. Emphasis also will be placed on the legal rights of juveniles.

312 White-Collar Crime (3) This course provides an analysis of the usually nonviolent criminal conduct described as official corruption, systematic crime, or violations of trust that are characterized by calculation, deceit, and personal enrichment. Course material will include an examination of Internet and other kinds of crime involving information technology.

314 Organized Crime (3) This course provides an examination of organized crime as an American phenomenon and a comparison to its counterparts in Europe and Asia. The historical development of organized crime throughout the world will be studied. Contemporary issues in organized crime will be addressed, including its evolution into various forms of terrorism.

316 Terrorism (3) This course defines the major differences between criminal violence and ideological and political motives for terror events. An important element for successful terroristic acts is a sufficient audience where the political, social, or religious message can be absorbed. The class also examines the difference between domestic and international terrorism and explores the various stages of extremism and radicalization as a precursor to terrorist acts.

340 Victimless Crimes (3) This course is designed to familiarize the student with the ramifications of vice control. It will cover such topics as prostitution, homosexuality, pornography, gambling, and bookmaking, as well as historical perspectives, statutes and interpretations, a comparison of illegal operations, enforcement techniques, and legalization efforts.

350 Forensics I - Scientific Crime Detection (3) This course builds on the basics of criminal investigation to elevate students' knowledge and skills in the area of forensic examination. The course will cover current scientific methods of investigation and evidence analysis in contemporary law enforcement.

360 Race, Ethnicity, and Criminal Justice (3) This course will explore the relationship between race and criminal justice, including the historical role that race has played in the criminal justice system. The impact of race and ethnicity on discretion, sentencing, and disposition will be examined at both the adult and juvenile levels.

365 Victimology (3) This course introduces the student to the field of victimology. Basic concepts, development, and relevant theoretical and empirical literature will be studied, as well as the policies and practices that have been developed to benefit victims of crime.

370 Gender, Crime, and Justice (3) This course will examine the impact gender has on various aspects of the criminal justice system. The course will offer an exploration of the victimization of women and the culture that supports it. It will also address the unique issues of women as criminals, women as prisoners, and women as workers in the criminal justice system.

380 Computer Crime (3) This course will be an introduction to the various aspects of crime committed with the aid of computers. While the content will not be technical in focus, certain topics will involve discussion of computer systems and protocols, specifically in the area of computer forensics. Students will be introduced to both the collection and analysis of digital evidence. Since computer crime and its investigations are evolving rapidly, the curriculum will change as the semester progresses, and the syllabus may be altered to include current issues or legal cases. Students will complete the course with the basic tools by which to practice computer crime investigation and a knowledge base of current law to keep up with developments in this discipline.

387 Criminal Justice Research (3) This course is designed to provide an overview of research methods used in criminal justice research, including data collection methods, sampling techniques, and basic statistical analysis. The course will provide hands-on application of research methods as well as critical analysis of research studies conducted by others in the field of criminal justice. PREREQ: Students must have earned a grade of C or better in each of the following courses: CRJ 110 and 210; WRT 200 or above.

400 Criminal Procedure (3) This course is an examination of the theory and application of the broadly defined subject of criminal procedure. It is designed to develop in the student a sophisticated understanding of the underlying reasons for, and the applications of, these rules in investigations of criminal activity and in court proceedings. This will be accomplished through the study of the appropriate sections of the U.S. Constitution, the Bill of Rights, and selected cases and statues. PREREQ: Students must have earned a grade of C or better in CRJ 300 and 387.

◆ **410 Independent Studies in Criminal Justice (1-3)** Research projects, reports, and readings in criminal justice. PREREQ: Permission of department chairperson.

435 Interviewing and Assessing the Offender (3) This course offers the undergraduate student an understanding of the psychology of interviewing and assessing suspects, witnesses, and victims. The course provides students with a solid knowledge base related to interviewing and assessment skills employed at every level of the criminal justice system. Students learn skills through lecture, reading, assignments, role play, and in-class exercises.

440 Violent Crime (3) This course seeks to survey the incidence of violent crime, to analyze the violent criminal, and to study the variety of means that have been developed to control criminal violence.

450 Forensics II - Criminalistics (3) This builds on the basics of Forensics I, applying laboratory science to criminal investigation. The course will focus on more advanced aspects of crime scene processing: evidence collection, preservation, and analysis; and the essentials of courtroom presentation.

◆ **455 Topical Seminar in Criminal Justice (3)** Intensive examination of a selected area of study in the field of criminal justice. Topics will be announced at the time of offering. Course may be taken more than once when different topics are presented. PREREQ: Junior or senior CRJ major or with permission of instructor.

460 Evidence and Trial Advocacy (3) This course moves a step beyond basic criminal law and criminal procedure studies and takes the student into the courtroom. The student will learn basic rules of evidence presentation and court procedure and discover how the trial process works by actively participating in it. The student will learn how to distill the issues, and to present concise, well-reasoned arguments supporting a given position. It is in this manner that the student will learn critical analysis and practical presentation.

461 Notable Criminal Cases (3) Selected factual accounts of criminality and criminal behavior over the past 75 years are analyzed. Selection is based on notoriety and continued dispute. Course is designed to illuminate, through reading and class analysis, a wide spectrum of criminal conduct and the related investigative and judicial response.

462 Management Problems and Practices (3) This course is intended to aid in the instruction of students who are potential candidates for administrative positions. Its objective is neither to present a new approach to the field nor to support an existing one; rather, it is to provide the student with a well-rounded view of the subject and to lay the groundwork for further study. This is done by bringing together the most appropriate concepts and practices in managing an organization; e.g., purpose defining, planning, decision making, staffing, motivating, communicating, collective bargaining, and controlling.

470 Interpersonal Relations (3) This course is designed to aid a student's self analysis in terms of behavior patterns or changes affecting his or her life. This self knowledge often leads to understanding relationships with others, which can assist students in relating to other persons in their personal, social,

Diverse communities course

◆ This course may be taken again for credit.

and professional lives.

482 Contemporary Legal Issues (3) This course encompasses a brief review of the general principles of law and procedure, followed by an in-depth study of the more controversial legal dilemmas facing today's criminal justice system. The course is designed to shed light on each side of the issue, to enable the student to see beyond the superficial aspects of the conflict, and to understand its more profound nature. Course may be taken more than once when different topics are presented.

487 Ethical Issues in Criminal Justice (3) This course is designed to identify and examine ethical issues among practitioners and students in the criminal justice field. Such issues may include the discretionary power of arrest, the use of deadly force, the decision to prosecute, participation in plea bargaining, representation of the guilty, and the imposition of punishment. Such a course will promote inquiry that combines ethical analysis with a practical awareness of the realities of the criminal justice system.

490 Practicum (3-12) Full-time 12-week structured work experience at a department-approved criminal justice agency under the joint supervision of the faculty instructor and the agency. The course includes periodic reports, a final paper, and attendance at classes held on campus. Offered primarily in the summer. PREREQ: 72 earned credits, GPA at WCU of at least 2.0, C or better in CRJ 300 and CRJ 387. Note: Any student terminated for cause by the professional agency may not retake the course unless special approval to do so is obtained from the department.

Department of Early Childhood and Special Education—See Department of Early and Middle Grades Education or Department of Special Education

Department of Early and Middle Grades Education

106B Recitation Hall
610-436-2944
Heather Leaman, *Chairperson*
Lynda Baloche, *Assistant Chairperson, Undergraduate Coordinator*
PROFESSORS: Baloche, Bollin, Brown, Cai, Drobnak, Prudhoe
ASSOCIATE PROFESSORS: Bell, DiLucchio, Lamb Kistler, Leaman, Sanderson, Slostad, Winterton
ASSISTANT PROFESSORS: Hanna, Johnson, Lucas, Norris, Patton
INSTRUCTOR: Blackburn

Programs Offered

The Department of Early and Middle Grades Education offers programs that lead to an Instructional I Certificate by the Commonwealth of Pennsylvania for pre-kindergarten through grade 4, and grade 4 through grade 8. **These certifications apply to students entering as freshmen in fall 2009 or after, all transfer students entering the University after fall 2010, and those who anticipate receiving certification after August 2013:**

The B.S. Ed. in EARLY GRADES PREPARATION PreK–4 is designed to provide a broad background in general education, an understanding of children, and the knowledge and skills needed to teach children, in PreK through grade 4. Upon satisfactory completion of the approved program, the student will qualify for a Grades PK-4 Pennsylvania Instructional I Certificate, valid for six years of teaching in pre-kindergarten through grade 4.

The B.S. Ed. in MIDDLE GRADES PREPARATION, Grades 4-8 is designed to provide a broad background in general education, an understanding of children and young adolescents, and the knowledge and skills needed to teach them. Upon satisfactory completion of the approved program, the student will qualify for a Grades 4-8 Pennsylvania Instructional I Certificate, valid for six years of teaching in grades 4 through 6 and selected content areas in grades 7 and 8.

The Department of Early and Middle Grades Education also offers programs leading to certification by the Commonwealth of Pennsylvania for early childhood educators (PK-3) and for elementary education teachers (K–6). **Students currently enrolled in these programs must receive certification prior to August 2013. No new students are being accepted into these programs:**

The B.S.Ed. in EARLY CHILDHOOD EDUCATION curriculum is designed to provide both the liberal education and special preparation required for careers in public and private school as teachers and directors, as well as supervisory work in early childhood programs in public schools and other venues. Upon satisfactory completion of the program, the student will qualify for a Pennsylvania Instructional I Certificate valid for six years of teaching in preschool, kindergarten, and grades 1 through 3.

The B.S.Ed. in ELEMENTARY EDUCATION is designed to provide a broad background in general education, an understanding of children, and the knowledge and skills needed to teach all aspects of the elementary school program. Upon satisfactory completion of the approved program, the student will qualify for a Pennsylvania Instructional I Certificate, valid for six years of teaching in kindergarten and grades 1 through 6.

BACHELOR OF SCIENCE IN EDUCATION–EARLY GRADES PREPARATION PreK-4

120 semester hours

1. General ed. requirements, see pages 38–44 — 48 semester hours
   Must take GEO 101, HIS 150, LAN/ENG 382, LIT 219, MAT 101, MDA 240, SCI 101 and 102
2. Professional core — 72 semester hours (includes student teaching)
   EDA 103, 303+*; EDM 349*, EDP 353+, EDR 304+, 307+, 317+*, 345+; EGP 209, 210+, 220+, 322+, 326+, 335*, 400+*, 402+*, 410/411+*; MAT 102, MAT 351++; SCE 320+*

BACHELOR OF SCIENCE IN EDUCATION–MIDDLE GRADES PREPARATION GRADES 4-8

123 semester hours

1. General ed. requirements, see pages 38–44 — 48 semester hours
   Includes American history, GEO 101, LAN/ENG 382, LIT 220, MAT 101, PSC 100, and one of the following: BIO 102, ESS 102, or SCB 210
2. Professional core — 39 semester hours (includes student teaching)
   EDA 103, 303+*; EDM 349+*; EDP 200, 201, 354+*; EDR 345*; MGP 220+, 335+*, 410/411+*; SCE 330+*
3. Academic content area concentrations
   Math: MAT 101, 102+, 351++, 352+*
   Science: See degree guidance sheet for options
   Reading/language arts: EDR 306+, 308+, 318+*
   Social studies: GEO 101; American history; HIS 344; PSC 100

Students wishing to obtain certification to teach in grades 4–8 must complete a minimum of 12 credit hours of "generalist" course work in each of four academic content areas: mathematics, reading/language arts, science, and social studies. Students must complete a total of 30 credits of concentrated course work in one of the four areas *or* 21 credits of concentrated course work in two of the four areas. Students choosing two, 21-credit, concentrations must include math or science as one of the two areas. Generalist credits are applied toward the concentrations. See the department's degree guidance sheet for courses in the 21- and 30-credit options. Students are encouraged to choose their concentration(s) based on their area(s) of interest for teaching grades 7 and 8.

4. Elective area — 9 semester hours
   Nine credits of general education electives are required for graduation. Students wishing to graduate earning 123 credits and be eligible for grades 4-8 certification must utilize their electives to complete their chosen area(s) of concentration.

Application and Approval for Student Teaching

Students are eligible to student teach if they have (a) achieved formal

\+ Courses requiring prerequisites – check catalog course descriptions.
* Advanced program courses that require formal admission to teacher education
++ Prerequisites are MAT 101 and MAT 102 (unless waived by examination).

admission to teacher education, (b) met, by having earned final passing grades, all professional preparation requirements (exception: early grades majors may take EGP 400 concurrently with student teaching), (c) earned at least 102 credits prior to the student teaching semester, and (d) maintained the Pennsylvania-mandated GPA of 2.80. (See page 161, "Formal Admission to Teacher Education" in the "Teaching Certification Programs" section of this catalog.) Student teaching is typically scheduled for a student's final semester at the University.

Applications for student teaching must be made two semesters prior to student teaching through the Teacher Education Center, Francis Harvey Green Library 251. Praxis II tests have yet to be determined by the PDE, and requirements related to student teaching and graduation will follow. Following application, students register for student teaching (EGP 410 and 411 or MGP 410 and 411) as they would for other University courses.

Field Placements in Schools

All field placements for EGP and MGP courses, including student teaching, are arranged in conjunction with the Department of Early and Middle Grades Education. Students are not to solicit placements. While student needs are considered in assigning placements, no particular placement can be guaranteed. Transportation to and from field placements is the responsibility of the individual student. Students must have their criminal clearances (Act 34 Pennsylvania State Criminal History Record Report, Act 114 Federal Criminal History Report, and Act 151 Child Abuse Report) and TB test results by the first day of class for EDP 200, 201, 354; EDR 317, 318; EGP 209, 210, 220, 322, 410/411; LAN/ENG 382; MAT 352; MGP 220, 335, 410/411; SCE 330.

West Chester University does not place students at religiously affiliated schools when public school placements are available and when that placement results in the students' receiving academic credit.

Admission and Progression Requirements in B.S.Ed. Programs

Students must meet University admission requirements. All students who enter the University as early grades preparation or middle grades preparation majors are designated as probationary teacher education students until they achieve formal admission to teacher education. All students seeking a bachelor of science in either program must formally apply for admission to teacher education. (See "Formal Admission to Teacher Education" in the "Teaching Certification Programs" section of this catalog.)

Only students who have achieved formal admission to teacher education will be eligible to take advanced professional education course work. For early grades preparation majors, the advanced professional course work includes almost all 300- and 400-level EGP courses plus EDA 303, EDM 349, EDR 317, and SCE 320. For middle grades preparation majors, the advanced professional course work includes 300- and 400-level MGP courses plus EDA 303, EDM 349, EDP 354, EDR 318 and 345, MAT 352, and SCE 330.

Students who have achieved formal admission to teacher education must maintain the required minimum GPA in order to continue taking advanced professional course work. If a student falls below the required minimum GPA, he or she will be permitted to retake, in accordance with University policy, professional course work that contributed to the fall below the minimum GPA but will not be permitted to take additional work until the minimum is met.

REQUIREMENTS FOR TRANSFER TO THE MAJOR IN EARLY OR MIDDLE GRADES PREPARATION

Students may apply for "external transfer" (see below) when transferring from another post-secondary institution. Students already admitted to West Chester University as premajors or in another major may apply for "internal transfer" (see below).

Students seeking external or internal transfer must have earned a minimum of 27 college-level credits. Students with 27–47 credits must also have a minimum cumulative GPA of 2.65. The required minimum cumulative GPA for students with 48–59 earned credits is 2.80. Students with 60 or more earned credits must have a minimum cumulative GPA of 2.80; have achieved passing scores as established by the Pennsylvania Department of Education (PDE) on Praxis I PPST examinations in Reading, Writing, and Mathematics; and completed college-level studies in English composition (three credits), literature taught in English (three credits), and mathematics (six credits). If admission availability is limited, applicants will be ranked by cumulative GPA, and selection will be based on these rankings.

External or internal transfer to the major in early grades preparation does not confer formal admission to teacher education. (See "Formal Admission to Teacher Education" in the "Teaching Certification Programs" section of this catalog.)

EXTERNAL TRANSFER STUDENTS. Transfer credit for freshman- and sophomore-level courses will be granted in accordance with University policy. Professional and specialized preparation courses will be evaluated and approved on an individual basis. Application for the major is made through the Office of Admissions. (See "Formal Admission to Teacher Education" in the "Teaching Certification Programs" section of this catalog.)

INTERNAL TRANSFER STUDENTS. Application is made directly to the Department of Early and Middle Grades Education. The department admits internal transfer students twice a year. Students should call the department for dates and details. (See "Formal Admission to Teacher Education" in the "Teaching Certification Programs" section of this catalog.)

In addition to the general requirements for formal admission to teacher education, B.S.Ed. candidates who are admitted to the major in early or middle grades preparation must also complete (1) 20 hours of preapproved, unpaid community service for agencies/organizations serving children and/or youth and/or adults with special needs and/or families (at least 10 of these hours must be provided in one setting); and (2) a written reflection that has been assessed as satisfactory on how this service has influenced their development as teachers. The nature of the service must provide a direct, concrete benefit to the population(s) an agency/organization serves. The hours that candidates devote to this community service requirement may not also be used to fulfill any requirement for a credit-bearing course.

SECOND DEGREE STUDENTS. Students seeking admission as a second-degree student must have earned a minimum cumulative GPA of 2.8 on their last 48 credits. They must also have achieved passing scores (as defined by PDE) on the Praxis I PPST examinations and Praxis II Fundamental Subjects: Content Knowledge (or current content-knowledge test required by PDE).

Second-degree students will be expected to complete all professional education and specialized preparation courses required in the undergraduate early or middle grades preparation majors. While credit may be given for equivalent courses taken during the first-degree program, additional requirements, which may include college-level course work in math (six credits), English composition (three credits), and literature taught in English (three credits), could be required for formal admission to teacher education.

BACHELOR OF SCIENCE IN EDUCATION–EARLY CHILDHOOD EDUCATION (Curriculum N–3)

120 semester hours

1. General ed. requirements, see pages 38–44 — 48 semester hours
   Includes LIT 219, MAT 101, and SOC 240; requirements in the arts, humanities, social sciences, and sciences; and ECE 311** and a second math course as student electives
2. Professional education — 12 semester hours
   EDF 300, EDM 300**, EDP 250+ and 351**+
3. Specialized preparation — 60 semester hours
   ECE 100, 225**+, 231**+, 232**, 308**+, 321**+, 404**, 405**+, 407**, 410**+, 411**+; EDR 309**, 325**; MAT 349**+; MUE 232
   NOTE: MUE 232 may count toward the general education requirements.

Admission to Early Childhood Education Degree Program

For formal admission to early childhood education degree program, see page 161 in the "Teaching Certification Programs" section of this catalog.

** A minumum grade of C is required for there courses

\+ Courses requiring prerequisites – check catalog course descriptions.

Application and Approval for Student Teaching
Students must apply through the department for approval for student teaching in early childhood education. To apply, the student must have completed 90 semester hours. (See "Formal Admission to Teacher Education" in the "Teaching Certification Programs" section of this catalog.) As part of the 90 credits, students must complete all professional education courses and all specialized preparation courses with the minimum required GPA (2.8 for formal admission to teacher education and a 3.0 upon graduation for certification in the Commonwealth of Pennsylvania). Students must have completed and provided an ETS score report indicating that they took the Praxis II tests in the subject area where they are enrolled to achieve certification. Prior to student teaching, candidates must pass the Fundamental Subjects: Content Knowledge test (0511) and take the appropriate subject area tests. Passing scores on Praxis tests are required for graduation in teacher education programs.

An application for student teaching must be completed during a preregistration meeting two semesters prior to the semester in which student teaching is to be scheduled. Application meetings will be announced each semester. Students register for student teaching in the prior semester as they would for other University courses.

Minor in Early Childhood Education 18 semester hours

Required courses

ECE 100, 231, 232, and 404, and either 405 or 407

Admission to the Minor in Early Childhood Education
Students who desire admission to the minor in early childhood must have achieved the minimum cumulative GPA required for their earned credits: 2.65 for students with 27–47 credits, and 2.80 for students with 48 or more credits. Students admitted to either of these minors must maintain the minimum cumulative GPA required of them at admission to the minor in order to continue. Students who fall below the minimum cumulative GPA required are permitted to retake, in accordance with University policy, course work in the minor that contributed to their fall below the required minimum cumulative GPA. Such students will not be permitted to take additional course work in the minor until they achieve the required minimum cumulative GPA. The minor does not lead to Instructional I teacher certification by the Pennsylvania Department of Education.

BACHELOR OF SCIENCE IN EDUCATION – ELEMENTARY EDUCATION (K-6)

120 semester hours

1. General ed. requirements, see pages 38–44 — 48 semester hours
   Includes GEO 101, HIS 150, LIT 220, MAT 101, SCI 101 and 102
2. Professional education — 12 semester hours
   EDF 300, EDM 300, EDP 250 and 351+
3. Specialized preparation — 57 semester hours
   EDE 200, 251+, 332+*, 352+*, 401+*, 406+*, 410+*, and 411+*; EDR/EDE 302+, 311+, 312+*; EDA/EDE/ECE 230+; HEA 301*; MAT 102+ and 351++*; MDA 240; and SCE 310+*
4. Elective area — 15 semester hours

Admission and Progression Requirements in Elementary Education Program
Students must meet University admission requirements. All students who enter the University as elementary education majors are designated as probationary teacher education students until they achieve formal admission to teacher education. All students seeking a bachelor of science in education in elementary education must formally apply for admission to teacher education. (See "Formal Admission to Teacher Education" in the "Teaching Certification Programs" section of this catalog.)

Only students formally admitted to teacher education will be eligible to take advanced professional education course work. For elementary education majors, the advanced professional course work includes almost all 300- and 400-level EDE courses and EDE/EDR 312 plus HEA 301, MAT 351, and SCE 310. Students formally admitted to teacher education must maintain the required minimum GPA in order to continue taking advanced professional course work. If a student falls below the required minimum GPA, he or she will be permitted to retake – in accordance with University policy – professional course work that contributed to the fall below the minimum GPA but will not be permitted to take additional work until the minimum is met.

Application and Approval for Student Teaching
Students are eligible to student teach if they have (a) achieved full-admission status to teacher education, (b) met, by having earned final passing grades, all professional preparation requirements (exception: EDE 406 may be taken concurrently with student teaching), (c) earned at least 102 credits prior to the student teaching semester, and (d) maintained the Pennsylvania-mandated GPA of 2.80. (See"Formal Admission to Teacher Education" in the "Teaching Certification Programs" section of this catalog.) Student teaching is typically scheduled for a student's final semester at the University.

Applications for student teaching must be made two semesters prior to student teaching through the Teacher Education Center, Francis Harvey Green Library 251. Candidates must produce a passing score report from ETS for the Praxis II – Fundamental Subjects: Content Knowledge test prior to student teaching. Candidates must provide an ETS score report indicating that they took the Praxis II – Elementary Education: Curriculum, Instruction and Assessment test prior to student teaching. Candidates must have passing scores for both tests in order to graduate or be considered a program completer. Following application, students register for student teaching (EDE 410 and 411) as they would for other University courses.

Minor in Elementary Education 18 semester hours

Group I
EDE 251 *and* EDP 250 or two of the following: EDP 200, 201; EGP 209, 210

Group II
Four of the following, from at least two areas:
a) LIT 219 *or* 220
b) EDR 302, 304, 306, 307, 308, 311, 345
c) EDE 352, 401, 406; EGP 326, 400, 402

Admission to the Minor in Elementary Education
Students seeking a minor in elementary education must have completed 27 credits and must have the minimum cumulative GPA required for their earned credits: 2.65 for students with 27–47 credits and 2.80 for students with 48 or more credits. Students admitted to the minor must maintain the minimum cumulative GPA required of them at admission to the minor in order to continue. Students who fall below the minimum cumulative GPA required are permitted to retake, in accordance with University policy, course work in the minor that contributed to their fall below the required minimum cumulative GPA. Such students will not be permitted to take additional course work in the minor until they achieve the required minimum cumulative GPA.

Field Placement in Schools for Early Childhood or Elementary Education
All field placements for ECE and EDE courses, including student teaching, are arranged in conjunction with the Department of Early and Middle Grades Education. Students are not to solicit placements. While student needs are considered in assigning placements, no particular placement can be guaranteed. Transportation to and from field placements is the responsibility of the individual student. Students must have their criminal clearances (Act 34 Pennsylvania State Criminal History Record Report, Act 114 Federal Criminal History Report, and Act 151 Child Abuse Report) and TB test results by the first day of class for EDE 200, EDR 312, and EDE 410/411.

West Chester University does not place students at religiously affiliated schools when public school placements are available and when that placement results in the students' receiving academic credit.

+ Courses requiring prerequisites – check catalog course descriptions.
* Advanced program courses that require formal admission to teacher education
++ Prerequisites are MAT 101 and MAT 102 (unless waived by examination).

REQUIREMENTS FOR TRANSFER TO THE MAJOR IN EARLY CHILDHOOD OR ELEMENTARY EDUCATION

INTERNAL TRANSFER STUDENTS. Students will not be accepted into the early childhood education (N-3) or elementary education (K-6) programs after fall semester 2010. Students enrolled in these programs must receive certification before August 2013.

EXTERNAL TRANSFER STUDENTS. Students will not be accepted into the early childhood education (N-3) or elementary education (K-6) programs after fall semester 2010. Students enrolled in these programs must receive certification before August 2013.

COURSE DESCRIPTIONS

EARLY CHILDHOOD EDUCATION

Symbol: ECE

M5 **100 Orientation to Early Childhood (3)** An introduction to the history and philosophy of early childhood education. Field observations in a variety of settings provide the student with an opportunity for career decision making.

M5 **225 Infant Learning Environment and Field Experience (6)** The study of infant/toddler development and appropriate programming. The relationship of the developmental level to the structuring of learning environment is fostered as students interact with infants in child care settings for four hours per week.

M5 W **231 Child Development (2–5 years) (3)** Physical, social, emotional, intellectual, and moral development of the child, 2–5 years of age. Parallels are drawn from this phase of child development to students' self-development.

M5 W **232 Preschool Learning Environment (3-6)** Methods and materials for structuring the classroom environment for the child 2–5 years of age. Readiness skills and concepts in all curricular areas are addressed. PREREQ: ECE 225; PRE- or COREQ: ECE 231.

▲ **303 Introduction to Early Intervention (3)** This course is an overview of early childhood special education. Students will explore the processes of early intervention including screening, assessment, instructional programming, integrating children with and without disabilities, and family involvement. Crosslisted with EDA 303.

M5 **308 Social Studies and Sciences in Primary Grades (3)** A consideration of methods of instruction for social studies and science in K–3 grade classrooms. PREREQ: FATE.

M5 **311 Families and Early Childhood Education (3)** This course will address the role of parents of young children within the context of school, home, and society, as well as culture, traditions, and current issues. Students will investigate strategies for fostering home-school partnerships that enhance child development and educational success.

314 The Visual Arts in the Early Childhood Curriculum (3) This course prepares the pre-primary early childhood education teacher in the rationale for and use of visual arts in preschool and prekindergarten settings. This course is not applicable in B.S.Ed. programs.

M5 **321 Middle Childhood and Adolescent Development (5-8 years) (3)** Physical, social, emotional, intellectual, and moral development of the child 5-8 years of age. Parallels are drawn from this phase of child development to students' self-development.

M2 ▲ **325 Teaching Reading and Field Experience (Primary Grades) (6)** The teaching of reading and its mastery is the focus of this course. Students apply knowledge of theories and practices in supervised field placements in schools with children 5–8 years of age. Tutoring of individual children and small groups is integrated with planning and evaluation of lessons and activities as well as remediation. Crosslisted as EDR 325. PREREQ: EDR 309 and FATE.

M5 **404 Integrated Learning in Kindergarten (3-6)** The focus of this course is on curricular content and developmentally appropriate experiences in various kindergarten programs. PREREQ: FATE.

M2 W **405 Administration and Supervision of Early Childhood Programs (3)** Principles of administration and supervision of programs for young children. Includes parent education and community relations. PREREQ: ECE 232 and FATE.

M5 J W **407 Diversity Perspectives in Early Childhood Education (3)** This seminar will address the rewards and challenges of teaching in America's diverse classrooms. PREREQ: FATE.

M5 **410 Student Teaching (6)** (First half of semester) PREREQ: FATE.

M5 **411 Student Teaching (6)** (Second half of semester) Two separate student teaching experiences are required: one in nursery or kindergarten and one in grades 1-3. Weekly practicum sessions are required. PREREQ: FATE. See "Application and Approval for Student Teaching" earlier in this section. Students must have completed and provided an ETS score report that they took the Praxis II test(s) in the subject area where the candidates are enrolled to achieve certification.

Symbol: EDR

M2 **309 Introduction to the Language Arts (3)** The areas of listening, speaking, and writing are studied in depth. Knowledge, teaching, and evaluative techniques are addressed. Introduction to the reading process and the relationship of language to reading also will be studied.

EARLY GRADES PREPARATION

Symbol: EGP

M3 **209 Child Development–Prebirth through 5 Years (3)** This course covers the normative and atypical development of children from prebirth through 5 years across all developmental domains. The earliest years are exciting, interesting, and continually changing time in the lives of children. This course will cover content from research, personal experiences, and observations. PREREQ: Field clearances.

M3 **210 Middle Childhood and Adolescent Development (3)** A survey of characteristic development and behavior of children in middle childhood and adolescence (ages 6-18), situated within theories of human development with emphasis on application to classroom settings. PREREQ: EGP 209, field clearances.

M3 W **220 Theory and Field Experience in the Early Grades (3)** Orientation to the curricula, processes, and structures of the PreK–4 classroom. Field experiences, minimum 30 hours, related to course topics. PREREQ: EGP 209 and 210, field clearances.

M3 W **322 Pre-Kindergarten Methods and Field Experiences (6)** Students will learn to plan and implement developmentally effective curriculum for children 3 to 5 years old. Students will be in field placements for six hours each week. PREREQ: EGP 220, field clearances.

M3 J **326 Families and Community Relations (3)** Addressing issues, policies and practices about schools, young children, families, and communities, this course will focus on ethnicity, culture, and social class to provide students with perspectives and understandings that will enable them to teach effectively and function as viable members of learning communities. Understanding the role of parents, guardians, and families in each child's and success in education and life, while embracing and respecting each child's unique individuality, are essential for the contemporary educator. PREREQ: EGP 209 and 210.

M3 **335 Teaching Social Studies and Health in Early Grades (3)** This course is a study of social studies and health education curricula, instruction, and assessment. National, state, and local standards are utilized as frameworks to explore the context, purpose, content, and interdisciplinary nature of the disciplines. PREREQ: FATE.

M3 **400 Classroom Management (3)** Detailed investigation of the elementary teacher's role in classroom management. PREREQ: FATE. PREREQ or COREQ: EDR 317.

M3 W **402 Engaging Learners (3)** Study of the elementary classroom as a unique social system and intentional learning community. Applications of interpersonal and group development theories plus interactional learning models in light of diverse sociocultural contexts. Development of knowledge and skills essential to plan for and facilitate high levels of achievement, cooperation, social competence, and supportive peer interactions in a dynamic classroom learning system. PREREQ: FATE. PREREQ or COREQ: EDR 317.

M3 **410 and 411 Student Teaching (12)** A semester-long, full-time field experience. The student teacher assumes increasing responsibility in the classroom, as demonstrated by effective methods for the planning, delivering, and reflecting of instruction. Weekly seminars are required. PREREQ: Field clearances; FATE; all professional core course work; and Praxis testing.

ELEMENTARY EDUCATION

Symbol: EDE

M4 W **200 Theory and Field Experiences in Elementary Education (3)** Orientation to the curricula, processes, and structures of elementary education today. Field experiences related to course topics.

▲ J **230 Inclusive Classroom (3)** The purpose of this course is to prepare preservice early childhood, elementary, and special education students to teach students with disabilities effectively in general education settings. The course will be co-taught by special education, early childhood education, and elementary education faculty. PREREQ: EDE 200.

M4 **251 Child Development and Behavior (3)** A survey of characteristic development and behavior of children between 5 and 13 years of age, situated within theories of human development with emphasis on application to classroom settings.

253 Human Development and Behavior (3) Physical, mental, emotional, social, moral, and self factors shaping human behavior throughout the life cycle; specific application to work with individuals and groups in educational settings. PREREQ: PSY 100.

M5 Open to early childhood education majors and/or minors only

W Writing emphasis course

▲ Crosslisted course. Students may not take both for credit.

M2 Open to early childhood and/or elementary education majors only

J Diverse communities course

M3 Open to early grades preparation majors only

M4 Open to elementary education majors only

FATE means formal admission to teacher education.

254 Development in the Middle School Child (3) Characteristic development and behavior of children between 10 and 15 years of age; understanding and working with these children in educational settings. PREREQ: EDE 251 and 253 or their equivalent.

M-4 ▲ W **302 Teaching the Language Arts (3)** Study of teaching language skills in the elementary school: listening, speaking, and writing. Crosslisted as EDR 302. PREREQ: EDE 251.

▲ 311 Introduction to Reading Instruction (3) An exploratory course investigating the reading process, language and learning theories, and their relation to reading. Historical scope and various programs of reading are studied and evaluated. Crosslisted as EDR 311. PREREQ: EDE 251 or HEA 206.

M-4 **▲ 312 Reading Instruction and Practicum (6)** Focus is on mastery of the teaching of developmental reading, early reading, and prereading experiences. The students learn how to plan, teach, and evaluate reading/thinking skills related to the instruction of reading in the elementary classroom. Students work in the public schools with small and large reading groups teaching various aspects of the reading lesson. Students also learn how to evaluate pupil performance and remediate minor reading problems. Crosslisted as EDR 312. PREREQ: EDE 200, EDR 302 and 311.

▲ 315 Developmental Reading for the Handicapped Child (3) The focus of this course is the study of the nature of the reading process and its relation to language development, motivation, and methodology for developmental reading skills, reading programs and materials, problems in dealing with handicapped children, and practicum in reading instruction. Special education majors only. Crosslisted as EDR 315.

330 Instructional Programs and Strategies (3) Introduction to principles underlying the development of instructional programs in the schools. Strategies include cognitive and skill learning, and modes of teaching.

M-4 **332 Teaching Social Studies in the Elementary School (3)** Methods of teaching social studies and geography in the elementary curriculum. Techniques, current research projects, reading materials, resource persons, and field trips used as tools of learning. The organization, development, and use of resource units are stressed. PREREQ: EDE 200 and 251.

M-4 J W **352 Self and Group Processes in the Diverse Classroom (3)** Study of the classroom as a unique social system and intentional community. Application of interpersonal, social learning, and ecological theory in light of diverse sociocultural contexts. Attention directed at the dynamics of racism, ethnocentrism, sexism, classism, and heterosexism in the classroom. Analysis and practice of group process skills shaping teacher-student and student-student relationships. Enhancement of knowledge and skills essential in facilitating collaborative norms in the classroom learning system. PREREQ: EDE 251.

M-4 **401 Creativity in the Classroom (3)** Exploration of materials and processes of children's perceptions and behavior, aimed at encouraging the development of their critical and creative potentials. PREREQ/COREQ: EDE 312.

M-4 **406 Classroom Management (3)** Detailed investigation of the elementary teacher's role in classroom management. Teacher influence, personality, and class interaction; class roles and expectation; seating plans; discipline; referral; and the teacher's role in evaluating and identifying potential problems in children. PREREQ: EDE 312.

409 Independent Study (1-3) Special topics or projects initiated by the student that will enable her or him to do extensive and intensive study in an area of elementary education. PREREQ: Permission of department chairperson.

M-4 **410 Student Teaching (6)** (first half of semester)

M-4 **411 Student Teaching (6)** (second half of semester) Two separate student teaching experiences are required: one in grades K–3 and one in grades 4–6. Weekly seminars are required. PREREQ: See "Application and Approval for Student Teaching" earlier in this section. Candidates must produce a passing score report from ETS for the Praxis II – Fundamental Subjects: Content Knowledge test prior to student teaching. Candidates must provide an ETS score report indicating that they took the Praxis II – Elementary Education: Curriculum, Instruction and Assessment test prior to student teaching. Candidates must have passing scores for both tests in order to graduate or be considered a program completer.

M-4 **412 Work-Study in the Elementary School (6)** Limited practicum for preservice teachers who have taken EDE 200, 251, 311, 312, and 406. Students work for a full term in one school district under supervision. Six credits may be granted toward student teaching requirements (EDE 411). PREREQ: Permission of department.

◆ 421 Seminar in Elementary Education (3) An intensive study of some current, major developments in elementary education. Topics announced in advance. PREREQ: Senior standing and permission of instructor.

M-4 **▲◆423 Seminar in Communications Skills (3)** Intensive study of current, major developments in communications skills (language arts) related to elementary education. Topics announced in advance. Crosslisted as EDR 423. PREREQ: Permission of instructor.

M-4 **▲ 458 Language Arts/Reading for the Unique Child (3)** An open-ended course to help students understand and plan instructional programs for the linguistically different, the gifted, and those with special needs. The students will examine various strategies, techniques, management, and viable programs for teaching these children language arts and reading. Crosslisted as EDR 458.

489 Teaching Skills to Combat Sexism (3) This course is offered to create awareness in prospective teachers of the extent and consequences of sex role stereotyping at all levels of educational experience. It will develop specific skills, behaviors, and classroom strategies that can eliminate effects of sexism in classrooms and on students. Teaches how to deal effectively with the emotion-laden issue of combating sex-role stereotypes.

MIDDLE GRADES PREPARATION

Symbol: MGP

M-5 W **220 Field Experiences and the Middle-Level Environment (3)** Orientation to the curricula, processes, and structures of grades 4-8 classrooms. Field experiences, minimum 30 hours, related to course topics. PREREQ: EDP 200 and 201, field clearances.

M-5 W **335 Teaching Social Studies in the Middle Grades (3)** A study of social studies teaching and student learning in grades 4–8, focusing on related curricula, instruction, and assessment in these grades. National, state, and local standards are utilized as frameworks to explore the context, purpose, content, and interdisciplinary nature of the disciplines. PREREQ: MGP 220, field clearances, FATE.

M-5 **410 and 411 Student Teaching (12)** A semester-long, full-time field experience. The student teacher assumes increasing responsibility in the classroom, as demonstrated by effective methods for planning, delivering, and reflecting instruction. Weekly seminars are required. PREREQ: Field clearances; FATE; all professional core course work; Praxis testing.

M-4 Open to elementary education majors only
▲ Crosslisted course. Students may not take both courses for credit.
J Diverse communities course
W Writing emphasis course
M-5 Open to middle grades preparation majors only
FATE means formal admission to teacher education.

Department of Economics and Finance

309A Anderson Hall

610-436-3422

Cynthia Benzing, *Chairperson*

PROFESSORS: Benzing, DeMoss, T. Naggar

ASSOCIATE PROFESSORS: Andrews, Kara, Li

ASSISTANT PROFESSORS: Condliffe, Dunleavy, Schini, Tolin, Zheng, Zhu

The primary objective of the Department of Economics and Finance is to provide a learning experience that will permit each student to achieve maximum intellectual development in his or her chosen area of study and to prepare for a satisfying career in that field.

The Department of Economics and Finance coordinates its courses with the departments of Accounting, Management, and Marketing.

Majors in the department must consult the departmental handbook and their adviser annually for current requirements.

Two degree programs are offered:

1. The B.S. in ECONOMICS focuses on a business orientation of economic analysis.

   The economics program seeks to develop communication, problem-solving, and technology skills, as well as an understanding of practical and theoretical concepts in economics. Faculty members employ a variety of teaching methods to attain this mission. Graduates of the economics program should be well-prepared for a career in business and government or for the pursuit of graduate studies in a variety of fields.

In addition to the above abilities, graduates with a B.S. in economics should be able to

- communicate information of an economic or policy nature through written and oral presentation;
- use quantitative methods to analyze problems;
- use technology including spreadsheets and statistical software to present and analyze economic problems;
- critically analyze an economic issue and develop a clearly supportable position on the issue;
- understand the principles of international trade in microeconomics and macroeconomics; and
- understand basic economic concepts and theories.

2. The B.S. in FINANCE focuses on investment, international finance, and financial markets.

The finance program seeks to develop communication, problem-solving, and technological skills, and an understanding of practical and theoretical concepts in finance. Faculty members employ a variety of teaching methods to attain this mission. Graduates of the finance program should be well-prepared for a career in the field of finance or for the pursuit of graduate studies in a variety of fields.

In addition to the above abilities, graduates with a B.S. in finance should be able to

- critically analyze an economic or financial issue and develop a clearly supportable position on the issue;
- effectively communicate information of a financial or policy nature through written and oral presentation;
- use quantitative methods to analyze problems;
- use technology and financial spreadsheets to present and analyze financial problems;
- understand how international finance is applied to company decision making; and
- understand basic financial concepts and theories.

All freshmen and those transfer students who have not completed the required courses will be admitted to the pre-business program.

BACHELOR OF SCIENCE—ECONOMICS

120 semester hours

1. General ed. requirements, see pages 38-44 — 48 semester hours
   (includes MAT 105* or 107* or 108* or 110* or 161*; PHI 101 or 150 or 180; and nine credits of free electives)
2. Business core — 39 semester hours
   ACC 201*, 202*; BLA 201*; ECO 111*, 112*, 251*, 252*; FIN 325*; MAT 108; MGT 200*, 313*, 341*, 499*; and MKT 325*
3. Other courses required — 6 semester hours
   ENG 368*; MAT 108 or 161 (If either of these MAT courses are completed with a grade of C or better to fulfill general requirements, then a free elective may be substituted.)
4. Major concentration courses — 30 semester hours
   ECO 335*, 340*, 348*, 400*, and 409*; and two electives in economics 300 level or above*, ECO 337* or 338* or PSC 318*
5. Restricted electives — 3 semester hours
   Three semester hours or any 100-level or above nonbusiness course.

A minimum of 30 credits in business courses must be completed at West Chester University, with a minimum of 15 credits in 300–400 level ECO courses.

Students (internal and external transfers, including pre-business and undeclared) may apply for the major after completing 45 credits with a minimum overall GPA of 2.50. In addition, they must have completed the following courses with a C or better: ACC 201; ECO 111, 112, and 251; MAT 105 (or higher); MGT 200; passed MAT 108; and have successfully completed an Excel proficiency test. To progress in the economics major, students must maintain a 2.50 overall GPA. To graduate, students must have a 2.50 overall GPA.

All pre-business and undeclared majors may not schedule 300-400 level business courses.

BACHELOR OF SCIENCE—FINANCE

120 semester hours

1. General ed. requirements, see pages 38-44 — 48 semester hours
   (includes CSC 110 or 115 or 141; ECO 111*; MAT 105* or 107* or 108* or 110* or 161*; PHI 101 or 150 or 180; and nine credits of student electives)
2. Business core — 36 semester hours
   ACC 201*, 202*; BLA 201*; ECO 112*, 251*, and 252*; FIN 325*; MGT 200*, 313* 341*, 499*; and MKT 325*
3. Other courses required — 6 semester hours
   ENG 368*; MAT 108 or 161 (If either of these MAT courses is completed with a grade of C or better to fulfill general requirements, then a free elective may be substituted.)
4. Major concentration courses — 27 semester hours
   FIN 326*, 337*, 344*, 372*, 375*; and two electives in finance or accounting 300-level or above*
5. Business electives — 6 semester hours
   300-level or above courses in ACC, BLA, ECO, INB, MGT, MIS, MKT; GEO 325, 425; or PSC 318
6. Restricted electives — 3 semester hours
   Three semester hours of any 100-level or above nonbusiness course

A minimum of 30 credits in business courses must be completed at West Chester University, with a minimum of 15 credits in 300–400 level FIN or ACC courses.

Students (internal and external transfers, including pre-business and undeclared) may apply for the major after completing 45 credits with a minimum overall GPA of 2.50. In addition, students must have completed the following courses with a C or better: ACC 201; ECO 111, 112, and 251; MAT 105 (or higher); MGT 200; passed MAT 108; and have successfully completed an Excel proficiency test. To progress in the finance major, students must maintain a 2.50 overall GPA. To graduate, students must have a 2.50 overall GPA.

All pre-business and undeclared majors may not schedule 300-400 level business courses.

Minor in Economics — 27 semester hours

To be admitted into the minor in economics, students must have an overall GPA of 2.5 and have completed the following classes with a C or better: MAT 105 or 107 or 110, and ECO 111, 112, and 251. Once admitted to the minor, students must maintain an overall GPA of 2.5 to continue in the minor.

Course requirements are MAT 108, ECO 340* and 348*, and two economics electives* at the 300 level. Only business majors and students who have been accepted into the minor may register for 300-level economics classes.

Minor in Finance — 30 semester hours

To be admitted into the minor in finance, students must have an overall GPA of 2.5 and have completed the following classes with a C or better: MAT 105 or 107 or 110, and ECO 111, 112, and 251. Once admitted to the minor, students must maintain an overall GPA of 2.5 to continue in the minor.

Course requirements are ACC 201*, MAT 108, and FIN 325*, 326*, 344*, and 372*. Only business majors and students who have been accepted into the minor may register for 300-level finance classes.

*A minimum grade of C must be attained in these courses. Students must maintain a 2.50 overall GPA and pass an Excel proficiency exam to register for 300- or 400-level business courses and to graduate.

COURSE DESCRIPTIONS
ECONOMICS

Symbol: ECO

101 Principles of Economics—Survey (3) Basic principles underlying production and consumption activities in our modified, capitalistic economic system, from the aggregate as well as individual and sectoral standpoints. Issues include competition, unemployment, inflation, economic growth, and alternative systems.

111 Principles of Economics I (Macro) (3) National income and its measurement. The determination of price levels, output, and employment. Money and credit, expenditures, and economic stability. Government fiscal and monetary policy. PREREQ: Working knowledge of high school mathematics is required.

112 Principles of Economics II (Micro) (3) Principles underlying use and allocation of scarce productive resources. Consumption and production activities. Value, price, and income distribution. Considerations of economic efficiency and welfare. PREREQ: Working knowledge of high school mathematics.

251 Quantitative Business Analysis I (3) Teaches students to analyze data and solve problems using descriptive statistics and probability theory. Discrete and continuous probability distributions, and sampling distributions. Stresses practical business applications of statistical theory as well as obtaining and interpreting descriptive statistics using Excel and Minitab. Use of a spreadsheet program (such as Excel) necessary to manipulate data and formulas. PREREQ: MAT 105 or 107 or MAT 108 or MAT 161 or 110; ECO 111 or 112.

252 Quantitative Business Analysis II (3) Teaches students how to develop testable hypotheses and use them to analyze data and answer questions. Covers confidence intervals, analysis of variance, simple regression, multiple regression, and correlation. Stresses practical business variance using Excel and another statistical package and interpret the results. Use of a spreadsheet program (such as Excel) necessary to manipulate data and formulas. PREREQ: ECO 111, 112; ECO 251 or MAT 121.

334 Labor Economics (3) Application of economic theory to the operation of labor markets and the collective bargaining process. Consideration is given to the development of the labor movement and public policy toward labor and employment. PREREQ: ECO 111 and 112.

335 Money and Banking (3) A survey of money, credit, and prices, emphasizing their effects on economic stability. The Federal Reserve System and its effect on credit control. PREREQ: ECO 111 and 112.

336 Regulation of Competition (3) Background and development of public policies that directly modify the free enterprise economy of the United States. Evaluation of policies that change the nature and extent of competition. PREREQ: ECO 111 and 112.

337 Economic Growth and Development (3) A survey and critical evaluation of alternative theories of capitalist economic development. Analysis and comparison of alternative public policies applicable to underdeveloped countries and regions. PREREQ: ECO 111 and 112.

338 International Economics (3) A descriptive, analytical examination of international trade, finance, and other economic relationships. The effects of public policies on these relationships. PREREQ: ECO 111 and 112.

340 Intermediate Microeconomics (3) A continuation and extension of the price-system analysis in ECO 112. Emphasis on the need for efficiency in the economy's use of scarce productive resources. PREREQ: ECO 111, 112, and 251; MAT 108.

341 Public Finance (3) Government's influence on stability of national income. Nature of taxes and expenditures at the various levels of government and their effect on the allocation of resources and the distribution of income. PREREQ: ECO 111 and 112.

343 Comparative Economic Systems (3) Basic ideas and economic institutions of socialism, communism, and capitalism in the 20th century. Problems created by the emergence of competing systems. PREREQ: ECO 111 and 112.

I W 344 American Economic Experience (3) This course examines the U.S. economy from the Civil War to the present with emphasis on economic theory and analysis. The sociological ramifications of economic conditions will be examined through the literature of the era. PREREQ: ECO 101 or 111 or 112.

345 History of Economic Thought (3) Origins of economic thought and comparison of the major schools of economic doctrine. Current economic and socio-political factors. PREREQ: ECO 111 and 112.

347 Managerial Economics (3) A course that seeks to develop managerial judgment. The premise is that technical application, to be successful, must proceed from economic feasibility. One plan is weighed against another in terms of comparative costs and revenues, return on investment, plant-replacement problems, obsolescence, and depreciation. PREREQ: ACC 202; ECO 111, 112, and 252.

348 Intermediate Macroeconomics (3) Introduction to the theory of income, employment, and growth. Provides the analytic tools necessary for dealing with aggregate economic problems. PREREQ: ECO 111, 112, and 251; MAT 108.

W 350 Urban Economics (3) Economic aspects of such urban problems as poverty, housing, taxation, income distribution, and discrimination. Analysis of economic aspects of various proposed remedies, including urban renewal, family allowances, cooperatives, and others. PREREQ: ECO 111 and 112.

385 Environmental and Resource Economics (3) The role of the environment in an economic system. Topics include energy economics, the economics of renewable and nonrenewable resources, and the economics of pollution. PREREQ: ECO 111 and 112.

400 Research Methods for Business and Economics (3) Provides the skills and tools required in business and economic research. Covers research ethics, hypothesis development, sampling methodology, experimental design, survey methodology, data collection, multivariate analysis, and regression. Research project required. PREREQ: ECO 252; MAT 108 or 161.

401 Introduction to Econometrics (3) Statistical and mathematical techniques applied to economic situations. Use of empirical data in economic analysis. PREREQ: ECO 111, 112, and 252; MAT 108.

409 Senior Seminar (3) Students are expected to prepare a research paper that describes and analyzes a current topic in economics. PREREQ: Senior standing, ECO 252, 340; 348.

410 Independent Studies in Economics (1-3) Special research projects, reports, and readings in economics. Open to seniors only. PREREQ: Permission of instructor.

◆ 411-412 Internship (3 or 6) The internship is open to majors in economics only. It is intended to enhance the student's educational experience by providing substantive, professional work experience. PREREQ: Permission of department chairperson.

FINANCE

Symbol: FIN

200 Personal Finance (3) This course addresses all of the major personal financial planning problems that individuals and families encounter. It presents a model of the major elements of effective money management. All of the latest financial planning tools and techniques are discussed.

325 Corporate Finance (3) Fundamental financial management course introduces students to essential financial concepts, including the analysis of financial statements, time value of money, stock and bond valuation, risk and return, capital budgeting, and cost of capital. PREREQ: ACC 201; ECO 111 and 112; ECO 251 or MAT 121; MAT 108 or 161.

326 Intermediate Financial Management (3) Emphasizes the theoretical understanding and practical application of concepts introduced in FIN 325. Students perform a financial analysis of one or more companies including current trends in the economy and industry, as well as ratio, DuPont, and operating capital analysis. Use of spreadsheet analysis to value stocks and bonds; determine the cost of capital, NPV, and IRR; and calculate beta. PREREQ: FIN 325; MAT 108 or 161.

330 Principles of Insurance (3) Designed to give students a sound foundation for personal risk management along with a basic understanding of the insurance industry. Covers insurance pricing, industry regulation, risk management, and contract law; homeowner's, personal auto, life, and health insurance; and retirement products. A paper is required. PREREQ: FIN 325.

332 Real Estate Finance (3) Covers different types of real estate, forms of ownership, real property rights, and land use policies; how to perform a feasibility analysis and value real estate using the income capitalization, sales comparison, and cost approaches; various types of residential mortgages; and how to finance a commercial property purchase. How to lease, buy, sell, and mortgage a property, analyze the market, examine risk factors, and determine the best financing technique. PREREQ: FIN 325.

337 Financial Markets and Institutions (3) Covers a variety of domestic and international financial markets and institutions, including the mutual fund industry, banking institutions, insurance companies, savings institutions, credit unions, and pension funds, as well as their regulation, operation, and management. Reviews macroeconomic principles and money and banking theory. Written and oral presentation of a financial institution required. PREREQ: FIN 325.

344 Investments (3) Problems and procedures of investment management; types of investment risks-security analysis; investment problems of the individual and as well as the corporation. PREREQ: FIN 325; minimum 2.50 GPA; majors only.

350 Investment Analysis and Portfolio Management (3) Emphasizes portfolio construction and importance of diversity and asset allocation rather than security selection. How to set portfolio objectives, develop investment policy, construct a portfolio, and manage it. Importance of using options and futures, periodic review and portfolio revision, benchmarking, and duration analysis. Interview a client, develop an investment portfolio based on needs assessment, and present the results. PREREQ: FIN 344.

360 Financial Analysis Using Excel (3) Teaches students how to use Excel spreadsheets to structure, analyze, and solve financial problems. Students will use Excel to develop financial forecasts, perform

I Approved interdisciplinary course
W Writing emphasis course
◆ This course may be taken again for credit.

break-even and sensitivity analysis and make capital budget decisions. PREREQ: FIN 326 with a grade of C or better.

370 Problems in Financial Management (3) Case problems in corporate financial management. Includes cases on managing current assets, obtaining short-term loans, raising long-term capital, budgeting capital, and handling dividend policy. PREREQ: FIN 326.

372 International Finance (3) Introduces global financial markets and financial risk management. Covers foreign exchange markets, money markets, bond markets, and equity markets, of which each market is developed to consider the needs of a multinational corporation, thus providing a meaningful integration of international markets and institutions. PREREQ: FIN 325.

W 375 Contemporary Financial Issues (3) Students will think, speak, and write about complex financial and economic issues, including ethics, efficient markets, data analysis and forecasting, globalization, behavioral finance, and portfolio analysis. Thesis, PowerPoint presentation, and portfolio analysis required. Senior finance majors only. PREREQ: FIN 326, 344, and 337.

410 Special Topics in Finance (3) Provides in-depth coverage of a major current topic in finance. The topic will change each semester. Topics to be covered include capital budgeting, valuation, financial derivatives, and financial modeling. PREREQ: FIN 325.

W Writing emphasis course

Department of Educational Development

223 Lawrence Center
610-436-3217
Martin Patwell, *Chairperson*

PROFESSORS: Corbett, Dinniman, Kyper, Patwell
ASSOCIATE PROFESSOR: Hill
ASSISTANT PROFESSOR: Conlon
INSTRUCTOR: Norris

The Department of Educational Development is a cadre of University faculty who have specific and specialized administrative and/or teaching assignments at the University. While much of the assigned responsibility is to facilitate students' out-of-class learning and development, regular and nonclassroom teaching are still included. Areas within the Department of Educational Development include pre-major academic advising, career advising, academic administration, tutoring, services for students with disabilities, and other articulated teaching and/or administrative assignments.

Military Science (ROTC)

West Chester University students are eligible to participate in the Army Reserve Officers' Training Cops (ROTC) program through a formal cross-enrollment agreement with the Widener University Department of Military Science. Army ROTC offers University students the opportunity to graduate with a bachelor's degree and a commission in the United States Army, Army National Guard, or United States Army Reserve. All 100-, 200- and 300-level ROTC classes are taught at West Chester University, while the 400-level classes are conducted on the Widener campus. The 100- to 400-level leadership labs are taught at West Chester University.

The Army ROTC program consists of a basic course taken during the freshman and sophomore years, and an advanced course taken during junior and senior years. Successful completion of the basic course is required before placement in the advanced course. Students who participated in Junior ROTC in high school or who have prior military service may receive partial or full credit for the basic course, which is determined by the Army professor of military science. The basic course requirement also may be satisfied through attendance at a four-week Army ROTC Leadership Training Course (LTC) at the end of the sophomore year. Qualified students enrolled in the basic course receive a stipend of $300 for freshmen and $350 for sophomores. Students enrolled in the advanced course receive a stipend of $450 for juniors and $500 for seniors per month. Guaranteed National Guard and Reserve Forces options are also available.

Nursing students who complete the four-year or two-year program, obtain their nursing degree, and pass their Nursing Board Examinations are commissioned into the Army Nurse Corps. Two-year, three-year, and four-year Army ROTC scholarships are available on a competitive basis. These scholarships pay 100 percent of the student's tuition or room and board up to $10,000 and include payment of certain University fees, as well as a $1,200 book and school supplies subsidy.

Applications for Army ROTC scholarships must be submitted early in the spring semester.

Applications for attendance at the LTC must be submitted early in the spring semester of the sophomore year.

Military science students also participate in orientation and field training activities as part of the military science curriculum. These activities are an exploration of historical, organizational, and functional activities of the U.S. Army, conducted in conjunction with the Army Officer Education Program, and are recognized as a part of the commissioning preparation process for cadets.

Activities are conducted off campus through tours, field trips, laboratory sessions, and practical field application that includes marksmanship, land navigation, small unit operations, rappelling, water survival, color guard, organized athletics, and other military skills. Varying degrees of health and body risk are involved in these activities. The government of the United States, the Commonwealth of Pennsylvania, West Chester University, its officers, trustees, employees, agents, or students assume no liability for any injury caused during the above activities. For injuries incurred while participating in ROTC activities, the Department of Labor will assume the cost above the student's personal health insurance.

For further information on scholarship and career opportunities, contact the professor of military science, Widener University, Chester PA 19013, 610-499-4097, or Major Gary Niles, West Chester University military science instructor, Anderson Hall Room 331A, 610-430-4403, gniles@wcupa.edu.

COURSE DESCRIPTIONS
MILITARY SCIENCE

Symbol: MSI

101 Leadership and Personal Development (1) This course introduces cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how personal life skills develop, such as critical thinking, goal setting, time management, physical fitness, and stress management, and relate to leadership, officership, and the Army profession. The focus is on developing basic knowledge and comprehension of Army leadership dimensions while gaining a big-picture understanding of the ROTC program, its purpose in the Army, and its advantages for the student.

102 Introduction to Tactical Leadership (1) This course overviews leadership fundamentals such as setting direction, problem solving, listening, presenting briefs, providing feedback, and using effective writing skills. Cadets explore leadership values, attributes, skills, and actions in practical, hands-on, and interactive exercises. Continued emphasis is placed on recruitment and retention of cadets. Cadre role

models and building stronger relationships among the cadets through common experience and practical interaction are critical aspects of the course.

201 Innovative Team Leadership (2) This course explores creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical theories that form the Army leadership framework (trait and behavior theories). Cadets practice aspects of personal motivation and team building through planning, executing, and assessing team exercises and participating in leadership labs. Focus is on developing knowledge of leadership values and attributes through an understanding of Army rank, structure, and duties, as well as the basic aspects of land navigation and squad tactics. Case studies provide tangible context for learning the Soldier's Creed and Warrior Ethos as they apply in the contemporary operating environment.

202 Foundations of Tactical Leadership (2) This course examines the challenges of leading tactical teams in the complex contemporary operating environment (COE) by highlighting terrain analysis, patrolling, and operation orders. Further study of the theory behind the Army leadership framework explores the dynamics of adaptive leadership within military operations. This course provides a smooth transition into MSI 301, as cadets develop greater self awareness by assessing their own leadership styles and practicing communication and team building skills. COE case studies illustrate the importance and practice of teamwork and tactics in real-world scenarios.

301 Adaptive Tactical Leadership (3) This course challenges cadets to study, practice, and evaluate adaptive leadership skills as they are presented with difficult scenarios related to squad tactical operations. Cadets receive systematic and specific feedback on their leadership attributes and actions. In addition, their own self-evaluations help them develop their tactical leadership and critical thinking abilities to enable their success at ROTC's summer Leadership Development and Assessment Course.

302 Leadership in Changing Environments (3) This course uses increasingly intense situational leadership challenges to build cadet awareness and skills in leading tactical operations up to platoon level. Cadets review aspects of combat, stability, and support operations, as well as conduct military briefings and develop proficiency in garrison operation orders. The focus is on exploring, evaluating, and developing skills in decision making, persuading, and motivating team members in the contemporary operating environment. Cadets are evaluated on what they know and do as leaders as they prepare to attend the ROTC summer Leader Development Assessment Course.

401 Developing Adaptive Leaders (3) This course develops cadet proficiency in planning, executing, and assessing complex operations, functioning as a staff member, and providing performance feedback to subordinates. Cadets assess risk, make ethical decisions, and lead other ROTC cadets. Lessons on military justice and personnel processes prepare cadets to make the transition to Army officers. MS IV cadets analyze, evaluate, and instruct cadets at lower levels. Both their classroom and battalion leadership experiences are designed to prepare cadets for their first assignment. They identify key staff responsibilities, coordinate staff roles, and use situational opportunities to teach, train, and develop subordinates.

402 Leadership in a Complex World (3) This course explores the dynamics of leading complex military operations in the contemporary operating environment. Cadets examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. They also explore aspects of interacting with nongovernment organizations, civilians on the battlefield, and host nation support. The course places significant emphasis on preparing cadets for their first unit of assignment. It uses case studies, scenarios, and other exercises to prepare cadets for the complex ethical and practical demands of leading as commissioned officers in the U.S. Army.

499 American Military History (3) This course employs American military history as a tool for studying professionalism and for applying critical-thinking and decision-making skills to military problem solving while pursuing education as an army officer.

Air Force (ROTC)

West Chester University students are eligible to participate in the Air Force Reserve Officer Training Corps (AFROTC) through an agreement with Saint Joseph's University. All aerospace studies courses will be held on the Saint Joseph's campus. Credits can be transferred to WCU and appear on the official transcript. The AFROTC program enables a college student to earn a commission as an Air Force officer while concurrently satisfying requirements for his or her baccalaureate degree.

The program of aerospace studies at Saint Joseph's University offers three- and four-year curricula leading to a commission as a second lieutenant in the Air Force. In the four-year curriculum, students take classes as part of the General Military Corps (GMC) during the first two years. They then attend a four-week summer training program following the spring semester of the sophomore year. Upon their return, students then progress to the remaining two-year curricula, taking courses corresponding to the Professional Officer Corps (POC) during the junior and senior years. Students who enter as sophomores take the second half of GMC courses, and they attend a six-week summer training program. Students are under no contractual obligation to the Air Force until they accept an Air Force scholarship or enter the POC.

The subject matter of the freshman and sophomore years is developed from a historical perspective and focuses on the scope, structure, and history of military power with an emphasis on the development of air power. During the junior and senior years, the curriculum concentrates on the concepts and practices of leadership and management, and the role of national security forces in contemporary American society.

In addition to academics, students participate in a two-hour leadership laboratory (LLAB) each week. During this period, the day-to-day skills and working environment of the Air Force are discussed, explained, and simulated. The leadership lab is structured to allow students to practice leadership and management techniques through various methods.

Air Force ROTC offers two-, three-, and four-year scholarships on a competitive basis to qualified applicants. All scholarships include a tax-free monthly stipend.

For further information on the program, scholarships, and career opportunities, contact AFROTC Det 750, Saint Joseph's University, 5600 City Avenue, Philadelphia, PA 19131-1399, 610-660-3190. Information also is available on the Web site at http://www.Det750.com/.

COURSES DESCRIPTIONS
AFROTC
Symbol: AER
FALL 2010
AER 101 Foundations of the USAF I (1)
AER 201 Evolution of the USAF Aerospace Power I (1)
AER 301 Air Force Leadership Studies I (3)
AER 401 National Security Affairs I (3)
AER 251L GMC Leadership Lab (pass/fail)
AER 351L POC Leadership Lab (pass/fail)
SPRING 2011
AER 102 Foundations of USAF II (1)
AER 202 Evolution of USAF Aerospace Power II (1)
AER 302 Air Force Leadership Studies II (3)
AER 402 National Security Affairs II (3)
AER 252L GMC Leadership Lab (pass/fail)
AER 352L POC Leadership Lab (pass/fail)

Elementary Education — See Early and Middle Grades Education

Department of English

532 Main Hall
610-436-2822
Anne Herzog, *Chairperson*

PROFESSORS: Fletcher, Fishman, Green, Herzog, Jeffrey, Lalicker, Maltby, Molholt, K. Myrsiades, L. Myrsiades, Ramanathan, Scheffler, Wanko

ASSOCIATE PROFESSORS: Ashley, Awuyah, Bacon, Buckelew, Comfort, Ervin, Fitts, Godfrey, Johnson, Kahn, Mader, Perry, Pollard, Shevlin, Smith, Sorisio, Teutsch, Tischio, Verderame, Yoon

ASSISTANT PROFESSORS: Bauerlein, Cooke, Gangopadhyay, Halko, Hanson, Hurt, MacPhee, Nollen, Pflieger, Ray, Renzi, Sargent, Sommers, Walters

The Department of English offers two degree programs: the bachelor of arts in English and the bachelor of science in education (in cooperation with the College of Education). Each program is planned in consultation with an adviser.

1. The B.A. in ENGLISH provides a broad background in English studies; valuable training in the critical skills of reading, interpretation, and analysis; intensive practice in writing; and an understanding of the workings of language. This extremely versatile degree prepares students for graduate studies and law school, and careers in journalism, radio and television, publishing, public relations, and other professions in which skills in reading, writing, and processing information at a sophisticated level are required.
2. The B.S. in EDUCATION in ENGLISH prepares students to teach in the secondary schools in Pennsylvania under an Instructional I Certificate. These students will in large part satisfy the requirements for a B.A. in English, deriving extensive benefits from participation in a carefully constructed program that emphasizes literature and writing as cultural products and students as active learners. Before receiving permission to student teach, students in this program must satisfy the prerequisites for student teaching listed on page 162 as well as specific Department of English requirements.

REQUIREMENTS COMMON TO THE B.A./B.S.ED. PROGRAMS

120 semester hours

General education requirements, see pages 38–44 — 48 semester hours
Note: Majors may not take LIT 165 or CLS 165. For the humanities requirement, majors must take one history and one philosophy course.

BACHELOR OF ARTS — ENGLISH

1. Language and linguistics requirements — 3-15 semester hours
   Must complete language through the 202 (intermediate) level.+
   ENG/LIN230
2. Departmental preparatory requirement — 9 semester hours
   ENG 194, 295, and either ENG 296 or LIT 206
3. Departmental intermediate requirements* — 24 semester hours
   Students choose either the "literatures" or "writings" track with two courses required from the nonselected track.
   Literatures Track: Two courses each from the following three categories – "genres," "American multiethnic and world literatures," and "historical contexts." Note: Two of the six courses taken must be designated "early" in historical period.
   Writings Track: Two courses each from the following three categories – "style and aesthetics," "power and politics," and "information technology and media."
4. Departmental advanced requirements — 9 semester hours
   Three seminars from a selection focusing on a specialized topic (ENG 400+)
5. Departmental electives, minor, or concentration — 18 semester hours

BACHELOR OF SCIENCE IN EDUCATION — ENGLISH

1. Professional education requirements — 41semester hours
   EDF 300, EDP 250, ENG/LAN 382, EDA 103 and 303, EDR 347, EDS 306, LIT 398, ENG 392 and 390, EDS 411 and 412
2. Departmental preparatory requirements — 9 semester hours
   ENG 194, 295, and either ENG 296 or LIT 206
3. Language and linguistic courses — 6 semester hours
   ENG 230 and 331
4. Departmental intermediate requirements* — 24 semester hours
   Literatures track: One course from the following three categories – "genres," "American multiethnic and world literatures," and "historical contexts," plus two additional literatures courses. At least two courses must be designated "early" in historical period; one course each must clearly satisfy the American, British, and world designations. Literatures track B.S.Ed. students choose an additional three courses as crossover study from the writings track, one of which must be WRH 325.
   Writings track: WRH 325, one course from the following two categories – "style and aesthetics," "power and politics" – plus two additional writing track courses. Writings track B.S.Ed. students choose an additional three courses as crossover study from the literatures track. From the literatures track, one American, one British, and one world literatures course must be chosen (among these, one course must be early literature).
5. Departmental advanced requirements — 6 semester hours
   Two seminars from a selection focusing on a specialized topic (ENG 400)

See the "Teacher Certification Programs" section of this catalog for an explanation of related requirements.

Student Teaching Prerequisites

Formal Admission. Students should apply for formal admission to the teacher education program in approximately their sophomore year. Formal admission allows students to enter advanced methods courses and student teaching, which then lead to teaching certification. Students must pass and provide an ETS score report that they took the Pre-Professional Skills Praxis I test in reading, writing, and math to achieve formal admission. Students are not permitted to take EDS 306, ENG 390, amd ENG 392 in the same semester (no exceptions).

Students may not take advanced methods courses or student teach without formal admission including the Test of Writing Competency. See page 161.

Test of Writing Competency

The Department of English requires that students must pass the Test of Writing Competency to achieve formal admission. This requirement is in addition to the others noted on page 161. This test is scheduled once per semester and announced in advance by both the Department of English and the Department of Professional and Secondary Education. Students are urged to take the test as early in their program as possible.

Grades on Required Courses

Anyone attempting to qualify for student teaching must pass each of the following courses with a grade of C or higher: CLS 260, 261, 361, 362, or 367; EDF 300; EDP 250; EDS 306; ENG 194, 230, 295, 296 (or LIT 206), 331, 390, and 392; LAN/ENG 382; LIT 398; and WRT 120, 200 or 204, 205, 206, 208, or 220.

A student receiving a grade of C- or lower for any of these courses should retake the course immediately, before attempting courses in the English or education sequence. A student having difficulty with several of the courses listed above should recognize that he or she may not be able to meet the competency requirements for student teaching and should consider withdrawing from the B.S.Ed. program.

+ If 12 credits are required to complete the foreign language intermediate level, one department elective will be lost.
*See the department handbook for group descriptions.
†CLS 400 and ENG 400 are variable topic courses that may be crosslisted as FLM.

Grade Point Average

Before receiving formal admission, a student must attain an overall GPA of 2.8 or better, including a minimum GPA of 2.75 for all English courses attempted. Students must maintain these GPA requirements to remain formally admitted. Students must also achieve a GPA of 3.0 by the end of their student teaching.

Portfolio

A student in the B.S.Ed. English program must also pass a portfolio requirement in order to be eligible to student teach. Preferably two semesters before student teaching, students will submit their portfolio to the Department of English for evaluation. Specific requirements of the portfolio are listed in the *English Majors' Handbook*.

Praxis II

All teacher certification candidates must attempt the Praxis II tests required by their program and produce evidence of testing **prior to the first day of their student teaching semester**. They must pass the Praxis II tests prior to graduation.

Minor Programs

The Department of English offers the following eight programs. Elective courses are selected in consultation with the student's minor adviser.

African/African-American Literature Minor — 18 semester hours

1. Required courses — 6 semester hours
   CLS 351 and LIT 202 or 203
2. Elective courses — 12 semester hours
   Any four courses from the following:
   LIT 202 or 203 (whichever is not taken as a requirement), 204, 205, 206, 309; CLS 365; ENG/CLS 400+

Business and Technical Writing Minor — 18 semester hours

1. Prerequisites
   WRT 200, 204, 205, 206, 208, or 220
2. Required courses — 12 semester hours
   ENG 320, 368, 371, and 375
3. Elective course — 3 semester hours
   ART 113, COM 220, CSC 141 or higher, ENG 270, JRN 355, MGT 100, MIS 300, MKT 200, or SPK 230 (or other elective approved by the program director for the minor)
4. Internship — 3 semester hours
   An additional three semester hours are to be earned through a supervised internship in business or technical writing, ENG 395.

Comparative Literature Minor — 18 semester hours

1. Required courses — 6 semester hours
   CLS 165 (LIT 165 can be substituted) and ENG 400 (ENG 400 must be a Comparative Literature Seminar as designed by the CLS committee.)
2. Elective courses — 12 semester hours
   Any 12 semester hours from the following courses: CLS 201, 203, 225, 258, 259, 260, 261, 270, 297, 304, 310, 350, 351, 352, 361, 362, 365, 367, 368, 369, 371, 400+, 410, 411

Creative Writing Minor — 18 semester hours

1. Required course — 3 semester hours
   CRW 201
2. Elective courses — 15 semester hours
   Any five courses selected from the following: CRW 202, 203, 301, 302, 303, 304, 400+, 490, and 491

Film Criticism Minor — 18 semester hours

1. Required course — 3 semester hours
   FLM 200
2. Elective courses — 15 semester hours
   Any 15 credits selected from the following list with the approval of the adviser:
   CLS 304, 365, 369, 400†; COM 210, 217, 317; FLM 201, 202, 301, 400†; FRE/EFR 350; GER/EGE 404, 405; EGE 409; HIS 376; ITA/EIT 360; SPA/ESP 305; SPA/ESP 309, 313

Journalism Minor — 18 semester hours

1. Required courses — 12 semester hours
   JRN 200, 225, 226, and 250 (COM 212 may be taken as a substitute for JRN 200, but a JRN elective must replace it.)
   A minimum grade of C- is required.
2. Elective course — 3 semester hours
   One of the following: JRN 272, 312, 315, 325, 335, or 355
3. Practicum — 3 semester hours
   JRN 411

Linguistics Minor

The Department of English is one of several departments participating in the linguistics minor. The description of the linguistics minor and its requirements are found in the section describing interdisciplinary programs on page 114.

Literature Minor — 18 semester hours

1. Required courses — 6 semester hours
   LIT 200 or 201, and LIT 230 or 231
2. Elective courses — 12 semester hours
   One in American literature and one in English literature (in a period other than those covered in requirement 1), and any two other CLS or LIT courses

Internships

A student will be permitted to take an internship under department supervision only if he or she is enrolled in a departmental major or minor program and has met the following requirements:

1. an accumulation of at least 80 semester hours
2. completion of 12 semester hours in courses in the major or minor program
3. a letter of application to the internship coordinator of the Department of English accompanied by a resume and two faculty references
4. a meeting with his or her adviser to obtain information about internship eligibility

A student will be limited to 15 hours of internship credit. Students who wish to take more than nine hours of internship credit in one semester must obtain approval from the internship coordinator after submitting an application and an academic transcript in the preceding semester. The internship coordinator will determine the number of credits to be earned during an internship by applying a ratio of 40 hours of work for each hour of academic credit. The internship credits for English majors may be applied to the student/adviser-designed program. Only under exceptional circumstances, and entirely at his or her discretion, will the internship coordinator consider applications from students not meeting the departmental requirements. It is the student's responsibility to demonstrate that he or she has met the academic requirements for an internship.

†CLS 400 and ENG 400 are variable topic courses that may be crosslisted as FLM.

COURSE DESCRIPTIONS
COMPARATIVE LITERATURE
Symbol: CLS

[D][W] 165 Introduction to World Literature (3) This course is designed to introduce students to literature representative of both Western and non-Western cultures and can be taken as an alternative to LIT 165. Not open to English majors.

[I][W] 201 Classical Greco-Roman Mythology in the 20th Century (3) Classical myths and their significance in selected works of literature, film, and art.

[D] 203 African Studies (3) This course studies African culture through literature, anthropology, and history. It focuses on the socio-cultural and historical contexts of African writing through the colonial and postcolonial periods.

255 20th-Century Native American Literature (3) This course investigates the struggle of the Native American author to represent his/her own cultural experience as a voice.

[D] 258 Women's Literature I (3) A survey of world women's literature from 800 B.C. – 1800. Readings are chosen from the works of Sappho, Diotima, Mutta, Auvaiyar, Sei Shonagan, Sule Sankavya, Murasaki, Hildegard, von Bingen, Mirabai, Marguerite de Navarre, Phillis Wheatley, Aphra Behn, Madame de Stael, Jane Austen, and Fanny Burney among others.

[D] 259 Women's Literature II (3) A survey of women's literature from 1800 to the present. Readings are chosen from the works of Harriet Jacobs, Ida B. Wells, Charlotte Brönte, Jean Rhys, Virginia Woolf, Marguerite Duras, Christa Wolf, Merce Rodoreda, Jamaica Kincaid, Tsitsi Dangarembga, Alifa Rifaat, Louise Erdrich, Cherrie Moraga, Maxine Hong Kingston, and Arundati Roy among others.

[D][W] 260 World Literature I (3) A survey of world literary texts from pre-classical times to 1600.

[W] 261 World Literature II (3) A survey of world literary texts from 1600 to the present.

[I][W] 270 Life, Death, and Disease (3) A course treating the study of literary works, film, and selected readings from other areas (history, science, fiction, and nonfiction) to generate an understanding of the relationship of human values to medicine, illness, and issues of related importance to physicians.

◆ 297 Themes in Contemporary Literature (3) Topics to be announced each time course is offered.

304 Women and Film (3) An examination of the role of women in contemporary world cinema and the feminist film.

309 Literature Translation Workshop (3) A writing workshop on the theory and practice of literary translation.

310 Contemporary Literary Criticism (3) A survey of the major developments in European literary criticism during the 20th century with emphasis on the developments of the last 20 years.

[D] 333 Latina Writing (3) An examination of the literary works produced by Latinas in the 20th century. The study of this literature will include a cross-cultural approach that will elucidate socipolitical themes emerging from the texts.

350 Computer Applications in the Humanities (3) This course is designed to provide an introduction to the computer and its applications in a number of humanistic disciplines (literature, history, and writing, but some attention also will be given to foreign languages, linguistics, music, and art).

351 African Literature (3) A study of the representation of Africa through the perspectives of African and non-African writers.

[I] 352 Modernity/Postmodernity (3) A critical analysis of the modernity/postmodernity debates from the integrated perspectives of literature, philosophy, history, and politics.

[W] 361 Modern World Drama (3) This course seeks to develop and to extend an understanding of the basic elements of drama. The student will be exposed to a range of theatrical practices and diverse traditions of world drama.

[W] 362 World Literature - Modern Fiction (3) This course seeks to develop and to extend an understanding of the basic elements of fiction. The student will be exposed to a range of fictional practices and diverse traditions of world fiction.

365 African-American Film (3) This course will study the history, form, and content of African-American film. The films chosen are from various genres and cover older and contemporary films.

[W] 367 Classical Mythology (3) An examination of Greek mythology through the works of Homer, Hesiod, the Greek tragedians, and Greek lyric poets.

[I][W] 368 Greco-Roman Culture, Myth, and Society (3) An examination of how the culture, mythology, and politics of ancient Greece from Homer to Plato determine how a period is represented through its literary, historical, and philosophical texts and how contemporary culture rewrites these texts.

[W] 369 Literature and Film (3) The interrelationship between selected works of world fiction and their film adaptations.

[I][W] 371 Law and Disorder in Literature (3) A look at the presentational aspects of law – legal writing and oral argument – its constructions in narrative – law as literature and literature as law – and the relationship of law to anthropology, psychology, history, and sociology.

◆ 400 Comparative Literature Seminar (3) Topics such as Homer and the modern Western race and legal narrative, interrelations of African and African-American literature, sexual politics in modern drama, and visual culture in Third World film are offered. Required of comparative literature majors in their junior or senior year.

◆ 410 Independent Study in Comparative Literature (3)

◆ 411 Foreign Study in Comparative Literature (3)

Symbol: ESP

[F] 311 Contemporary Latin-American Narrative (3) An examination of Latin-American narrative (short story, novella, novel, and testimonial literature). Spanish- and Portuguese-language writers from South and Central America, Mexico, and the Caribbean will be studied, from the period of magical realism (1950's and 1960's) through the present. They may include Isabel Allende, Jorge Amado, Miguel Angel Asturias, Jorge Luis Borges, Gabriel García Márquez, Clarice Lispector, Elena Poniatowska, and Luis Rafael Sánchez.

334 Politics and Economics in the Literature of the Modern Americas (3) A comparative historical and literary examination of political and economic issues reflected in 20th century U.S. and Latin American literature. The study of representative texts of various genres will also elucidate issues of race, class, and gender.

[F][I] 335 Latino Literatures in the U.S. (3) This course examines the history of Latino groups (e.g., Mexicans, Cubans, and South Americans) in the U.S. through literary texts written by Latinos, and studies the cultural, economic, and political experiences leading to their acculturation or alienation in mainstream America.

Symbol: WOS

[I] 329 Gender and Peace (3) An examination of the ways in which social constructions of gender intersect with perceptions and experiences of war and peace.

CREATIVE WRITING
Symbol: CRW

[W] 201 Introduction to Creative Writing (3) Introduction to the craft of writing poetry and fiction. Basic discussion of terms, strategies, and professional models in each genre. Practice in writing and critiquing each genre.

[W] 202-203 Creative Writing I-II (3) (3) Writing experience in the crafts of fiction, poetry, nonfiction, and drama.

[W] 301-302 Poetry Workshop I-II (3) (3) The theory and practice of poetry and the exploration of verse forms. Practice in critical and interpretative analysis of poems written by fellow students and professional poets.

[W] 303-304 Short Story Workshop I-II (3) (3) Crafting the modern short story with reference to American and British models. The significance of setting, atmosphere, characterization, and theme. Discussion and some exploration of experimental ideas in the genre.

[W] 305 Essay Workshop (3) Practice in writing the essay. Conventions and techniques of this literary form – creative nonfiction – as it appears in commercial and quality magazines.

[W] 313 Playwriting Workshop (3) Writing the play: possibilities and limitations of the stage. Attention to sets and costuming where relevant. Characterization by action and dialogue. Problems of establishing motivation. The play's totality in theme, character, and action. Informal readings of student work.

◆ [W] 400 Writing Seminar (3) Special topics, such as fantasy, science fiction, longer prose works, or the antistory, to be announced.

490-491 Writing Seminar in the Novel I-II (3) (3) A course in the writing and preparing of book-length manuscripts (novel, novella, and the "non-fictional" novel) with the intention of submission for publication. Also includes coverage of fictional aspects and techniques used in writing memoirs, biography, and current history.

ENGLISH
Symbol: ENG

Q20 Basic Writing (3) English Q20 emphasizes the process of producing writing and focuses on the critical study of Academic Written English (AWE). Students will compose writing in various genres using revision and draft editing. Students will critically study AWE grammar and syntax through work with instructors and/or tutors. Finally, students will engage with texts through reading, analysis, and discussion. Students should complete the course with a greater understanding of their own strengths and weaknesses as writers, especially but not only with regard to producing college-level essays. *NOTE: This course is a prerequisite to WRT 120 for students who have been placed in ENG Q20. Credits earned in Q-level courses do not count toward the 120 hours of credit needed for graduation.*

Q30 English for Non-Native Speakers (3) Individualized instruction for the non-native speaker: conversational English, formal written English, reading and listening comprehension, and grammar. (Students should seek placement advice from the ESL program staff before registering.) Also, see note under ENG Q20.

[D] Diverse communities course
[W] Writing emphasis course
[I] Approved interdisciplinary course
◆ This course may be taken again for credit.
[F] Culture cluster

130 Effective Writing I for Non-Native Speakers (3) An intensive course in writing for the non-native speaker of English, emphasizing skill in organization and awareness of styles of writing and levels of usage as ways of expressing and communicating experiences. For non-native speakers of English. ENG 130 is comparable to WRT 120 for international students only. (Students should seek placement advice from the ESL program staff before registering.)

131 Effective Writing II for Non-Native Speakers (3) Continues the expository writing experience offered to non-native speakers in English 130, and explores techniques of gathering, evaluating, and selecting materials to be used in writing research papers. For non-native speakers of English. ENG 131 is comparable to WRT 121 for international students only. (Students should seek placement advice from the ESL program staff before registering.)

132 Effective Speaking I for Non-Native Speakers (3) After a brief introduction to the differences between writing and speaking, this course focuses on giving directions, explaining concepts, asking questions, giving presentations, and engaging in small talk, interviewing, and extensive pronunciation drills.

134 Idioms in the Context of American Culture (3) Through the use of modern American movies, this course helps students learn the meanings of idioms in context. Students practice using these idioms in drills and exercises.

W 194 Conventions of Reading and Writing (3) An introduction to the study of reading and writing textual genres such as literature, essays, film, autobiography, and editorials. Students examine how their own reading and writing assumptions and strategies affect their interpretation and production of texts. First of three majors' required core courses.

W 200 Intermediate Composition (3) A workshop that provides intensive instruction for students who experience difficulty in writing. Not open to freshmen.

W 204 Practical Prose Composition (3) Writing in various modes that authentically mirror real situations in people's personal and professional lives.

I W 215 Views on Literacy (3) The historical and social contexts of English literacy. Emphasis on writing.

230 (Also LIN 230) Introduction to Linguistics (3) Basic concepts of language description, classification, change, reconstruction, dialectology, and sociolinguistics. Prerequisite for all other linguistics courses.

W 270 Book History: An Introduction to Manuscript, Print, and Digital Cultures (3) This course studies the history of the creation, production, distribution, circulation, and reception of the written word. As it traces how authorship, reading, publishing, and the physical properties of texts have altered over time, the course examines, both historically and analytically, the intellectual, social, and cultural impact of changing communications technologies against the backdrop of the current digital age.

271 Typography (3) This course provides students with experience in production of books, using historical and modern methods of design. PREREQ: ENG 270.

275 Literary Editing and Publishing (3) Experience in publishing the student literary magazine Daedalus: editing, proofing, photographic selection and layout, and printing.

W 295 Histories and Texts (3) This course focuses on history and its influences on the reception and production of texts. Students will be asked to engage critical, historical, and literary materials in order to develop insight into how cultural and historical circumstances enable the production of texts and influence how readers respond to them. Second of three majors' required core courses.

W 296 Theory, Meaning, and Value (3) Focusing on the 20th and 21st centuries, the course will present several key theoretical perspectives. By exploring these theories, students will consider the ways in which the value of a text emerges from not only the text itself, but also from the historically variable forces of cultural and institutional value systems. They will also explore the role of language in shaping these value systems. Third of three majors' required core courses.

W 304 Essay Workshop (3) Experience in reading and writing essays, with focus on revision, on the use of the public "I," and on appropriate voice. Attention to invention.

315 Propaganda, Power, and Politics (3) This course examines the rhetorical, cultural, and political dimensions of propagandist texts.

W 320 Writing and Computers (3) Introduction to document design and production, desktop publishing, and issues of technological impact on written communication.

330 English Phonology (3) Phonemics and morphophonemics in English. Writing systems and phonemic-graphemic relationships in English. Historical development of English sounds. PREREQ: ENG 230.

331 Structure of Modern English (3) A detailed analysis of the modern descriptive approach to the study of English grammar and how it compares with the traditional approach. PREREQ: ENG 230.

335 History of the English Language (3) Review of the influences on the development of the English language. PREREQ: ENG 230.

339 History and Dialects of American English (3) Development of the English language in America since colonial settlement. American and British English. Pronunciation, vocabulary, and grammar of the regional and social dialects of American English. PREREQ: ENG 230.

340 Sociolinguistic Aspects of English (3) The study of language in its social context; the ethnography of communication; language and society, social classes, ethnic groups, politics, sex, and education. PREREQ: ENG 230.

345 Women Writing: Autobiography (3) A writing seminar directed toward the reading of women's autobiographies and the writing of autobiographical narratives. Emphasis on writing.

350 Introduction to English as a Second Language (3) Exploration of the scope of the field, types of programs, and general approaches to instruction.

W 368 Business and Organizational Writing (3) The nature of communication within business and organizations. Theoretical basis and practical application.

W 371 Technical Writing (3) Instruction in the forms and techniques of written, oral, and visual communication currently practiced in the scientific and technical professions. A series of coordinated assignments leads to a final project in the student's field of professional study.

W 375 Strategies for Writing in the Workplace (3) Strategy and politics of client-centered and competitive writing that achieves objectives for the professions and organizations.

▲ D 382 Teaching English Language Learners (ELL's) PK-12 (3) A study of issues and the application of techniques, strategies, and materials for meeting the needs of English Language Learners (ELL's) in inclusive classrooms. Emphases include sociocultural issues in education contexts, TESOL through the content area, linguistics, second language acquisition, the integration and application of the PA English Language Proficiency Standards PK-12 (ELPS), and current trends in second language teaching, learning, and assessment. Includes a field component. Crosslisted as LAN 382.

390 Teaching English in Secondary Schools (3) Review of language arts requirements in secondary schools. Special reference to grade placement with adoption of materials, appraisal of results, and development of programs of study. PREREQ: Formal admission to teacher education; ENG 230 and 331; EDM 300; EDP 351; and EDS 306.

392 Writing and Teaching Writing in Secondary English (3) The course will introduce students to major theorists in composition and literacy theory, including Britton, Emgi, Heath, Murray, Moffett, Perl, and Graves. It will provide opportunities to write in all the modes – for all the purposes and audiences required by most secondary school curricula, and to analyze these writing experiences in terms of sociocultural, cognitive, and other psychological theory and research. PREREQ: Formal admission to teacher education; ENG 230 and 331; EDM 300; EDP 351; and EDS 306.

◆ 395 Internship (3-12) Intensive practical experience with selected businesses, media, and public agencies. Limited to qualified students who have earned a minimum of 80 credit hours. See page 90 for specific requirements.

W 397 Writing Tutoring (3) Theory and practice of writing tutoring, especially for those who plan a career in teaching or who are focusing on the remediation or development of language and writing skills.

◆ W 400 Research Seminar (3) This course is a variable-topic research seminar. Students will do advanced work in many topics in English studies, including literature, rhetoric, film, cultural studies, composition, aesthetics, theory, individual authors.

◆ 410 Independent Study (3)

411-413 Yearbook Practicum I, II, III (1) Practical yearbook production experience in a closely supervised framework. PREREQ: ENG 270 or permission of the instructor.

414 Tutoring Practicum (1) Supervised experience as an undergraduate tutor for any of the English tutoring programs (e.g., Department of English or academic development program [ADP] tutoring, etc.).

◆ 430 Language Seminar (3) Studies in English language and linguistics. PREREQ: ENG 230 and at least junior standing.

◆ 450 Prose Writing Seminar (3) This variable-topic seminar concentrates on problems in advanced writing, focusing on prose analysis and its application to student writing and revision.

Symbol: WRT

120 Effective Writing I (3) An intensive course in writing that emphasizes skill in organization and awareness of styles of writing and levels of usage as ways of expressing and communicating experiences.

200 Critical Writing and Research (3) Continues the expository writing experience offered in Effective Writing I and explores techniques of gathering, evaluating, and selecting materials to be used in writing research papers.

204 Critical Writing: Approaches to Popular Culture (3) The strategies of critical theory and critical writing will be used to examine and explain popular

W Writing emphasis course
I Approved interdisciplinary course
▲ Crosslisted course. Students may not take both courses for credit.
D Diverse communities course
◆ This course may be taken again for credit.

culture. The course will explore multiple media – such as print, television, film, music, and various visual and electronic formats – as representations of humanities, arts, and sciences, about which students will write researched, critical cultural analysis.

205 Critical Writing: Investigating Experience (3) This course emphasizes writing as a means of critically reflecting on and communicating personal experience and representations of the self. It includes instruction in traditional forms of personal writing (such as autobiography), as well as less familiar forms (such as Web pages). These critical self-representations will be set within larger historical and cultural contexts through academic research.

206 Critical Writing: The Multidisciplinary Imagination (3) What role does imagination play in advancing new knowledge and perspectives? Is imagination as important for scientists and politicians as it is for artists and philosophers? Readings and research assignments address topics related to the role imagination plays in breaking new ground in the sciences, arts, social sciences, and humanities. Writing assignments cover issues such as style, language, purpose, audience, and types of writing.

208 Critical Writing: Entering the Public Sphere (3) Publication is a goal for many writers. Reporters, scientists, poets, academics, and others write for publication. This class will require students to write for professional and/or class-produced print forums appropriate for humanities, arts, social sciences, and scientific fields, examining those forums in order to analyze and critique their discourse conventions. The course will provide opportunities for students to submit their work to such forums for publication. The class may also produce its own publication about writing-related news and events that students will learn about by conducting documented research projects.

220 Critical Writing: Special Topics (3) Each section will have a special topic that focuses on current (inter)disciplinary issues of importance in the humanities, arts, social sciences, and/or sciences. In these courses students will investigate, research, critique, and practice rhetorical strategies focusing on each section's topic.

FILM THEORY AND CRITICISM

Symbol: FLM

W 200 Introduction to Film (3) A survey of the principal elements of film including photography, editing, sound, acting, and narrative.

W 201 American Film (3) The function of cinema in contemporary society as a socio-cultural, economic and political object, as seen through critical analysis of American films.

◆ W 202 American Themes (3) An introduction to contemporary critical and theoretical principles for interpreting American films which concentrates on a single theme.

301 Documentary Film (3) Understanding and enjoying the social, philosophic, economic, and political aspects of documentary film.

◆ 400 Film Seminar (3) A seminar which offers students practice in applying contemporary critical and theoretical principles to films in an advanced context. PREREQ: FLM 200 or permission of the instructor.

LITERATURE

Symbol: LIT

100 Popular Culture: Reading Culture as Text (3) An introduction to analyzing and interpreting everyday cultural expressions within diverse social, historical, economic, and political contexts.

I 162 Literature of the Apocalypse (3) An interdisciplinary study of ancient religions, apocalyptic writing, and modern interpretations of that writing. An investigation of the political, economic, moral, and artistic ramifications of the nuclear arms race on modern society.

W 165 Topics in Literature (3) A course designed to refine non-English majors' interest and skill in reading literature through an investigation of a particular topic in literature, method of literary study, or combination of both.

200 American Literature I (3) Survey of representative American writers from Colonial times to 1860, including Bradstreet, Taylor, Franklin, Poe, Thoreau, Hawthorne, and Melville. (A)*

201 American Literature II (3) A survey of representative American writers from 1860 to the present, including Whitman, Twain, James, Crane, Eliot, Frost, Hemingway, and Faulkner. (B)*

W 202 Afro American Literature I (3) Survey of African-American authors from the antebellum era through the first quarter of the 20th century. (A)*

W 203 Afro American Literature II (3) Continuation of LIT 202. Second quarter of the 20th century to the present. (B)*

W 204 Black Women Writers in America (3) Survey of black women writers of America. Examines themes and influences on American and African-American literary contexts. (B)*

205 Harlem Renaissance (3) This course examines the historical and cultural movement of the 1920's known as the Harlem Renaissance.

206 African-American Literature and Literary Theory (3) This course will examine the relationship between Afro-American literature and the theories serving to explain it.

207 Life and Times of Frederick Douglass (3) This course examines the courageous life and times of an American reformer and his influence on slavery, abolitionism, suffrage, and temperance movements in the development of America.

219 Literature for Young Children (3) A critical study of the literature for young children for prospecive specialists in early grades.

220 Children's Literature (3) A critical study of literature for children, setting standards for evaluation and appreciation.

230 English Literature I (3) A survey of English literature from Anglo-Saxon writing through the 18th century. (C)*

231 English Literature II (3) A survey of English literature of the 19th and 20th centuries. (D)*

250 Victorian Attitudes (3) A study of 19th-century attitudes toward social changes as expressed in art, architecture, literature, and nonfiction prose.

265 Literature and Psychology (3) Examines various literary works and characters as case studies illustrating such psychological conditions as depression, anxiety, bipolar disorder, schizophrenia, child abuse, sexual abuse, drug and alcohol dependence, and personality disorders.

269 The Literature of Roguery (3) A historical study of the rogue in fiction with emphasis on the satiric view of society. Among writers studied are Defoe, Thackeray, Donleavey, and Kerouac.

271 Drama Since 1970 (3) A selective survey of American and British drama since 1970. The playwrights studied will be drawn from a wide and expanding group, including Sam Shepard, David Rabe, Lanford Wilson, Tom Stoppard, Peter Shaffer, Caryl Churchill, and others.

W 272 New Fiction (3) Fiction published in the last 10 years.

W 274 Feminist Poetry (3) A study of poetry espousing the feminist cause and exploring the feminist response. Techniques and attitudes of such poets as Plath, Sexton, Rich, Morgan, Wakoski, and Kumin.

297 Themes in Contemporary Literature (3) Literary topic or theme in contemporary American, English, or world literature to be announced each time the course is offered.

300 Colonial and Revolutionary American Literature (3) Writers of Colonial and Revolutionary America. (A)*

302 Development of the American Novel (3) Beginnings of the American novel to Frank Norris. (A)*

J W 303 Introduction to Multiethnic American Literature (3) American ethnic, racial, and national groups in American literature and the contributions of creative literary artists representing these cultures. (B)*

304 American Jewish Novel (3) A study of major American Jewish novelists: Cahan, Singer, Roth, Potok, Bellow, Malamud, Wallant, and Wiesel. No knowledge of Yiddish or Hebrew necessary. (B)*

305 Modern American Drama (3) American drama from the early 1900's to the present, with emphasis on the development of the American theater as seen in such major dramatists as O'Neill, Odets, Wilder, Miller, Williams, and Albee. (B)*

306 Modern American Novel (3) The novel in America from Dreiser to the present. (B)*

307 Modern American Poetry (3) Major 20th-century American poets. (B)*

308 The Sin of Success (3) An investigation of the rise of democratic capitalism in America from Biblical influences in colonial times to the beginnings of the merchant class and the fall of modern "big business." A study of the entrepreneur and the "robber baron," the success ethic, and morality in the large corporation through history, economics, and literature.

I W 309 Martin Luther King (3) Examines and analyzes the writings of Dr. King and their relationship to the themes he pursued and the leadership role he achieved.

328 Old English Language and Literature (3) An introductory study of the language (450-1150 A.D.) through a reading of religious and secular poetry and prose. (C)*

I 329 Medieval Women's Culture (3) This is an interdisciplinary study of writings by medieval women and their contribution to the development of medieval culture. (C)*

330 Middle English Language and Literature (3) An introductory study of the language (1150-1450 A.D.) through a reading of selected literary texts. (C)*

331 Chaucer (3) An interpretation of Canterbury Tales and Troilus and Criseyde. (C)*

332 English Drama to 1642 (3) English drama from the early liturgical tropes to 1642, exclusive of Shakespeare. (C)*

334 Milton (3) A survey of his major poetry and prose.

W 335 Shakespeare I (3) Reading, analysis, and discussion of selected histories and tragedies. Discussion of critical approaches to the plays and of the historical and intellectual climate of the times. (C)*

W 336 Shakespeare II (3) Reading, analysis, and discussion of selected comedies and nondramatic poems. Discussion of critical approaches to the works and of the historical and intellectual climate of the times. Either LIT 335 or 336 may be taken first. (C)*

W Writing emphasis course
◆ This course may be taken again for credit.
I Approved interdisciplinary course
* See the department handbook for group descriptions
J Diverse communities course

W 337 Literature of the Enlightenment (3) A critical consideration of the 18th-century writers, exclusive of the dramatists. (C)*

W 338 Restoration and 18th-Century Drama (3) The drama from the reopening of the theaters in 1660 to 1800. (C)*

W 339 18th-Century British Novel (3) The British novel from Defoe to Austen. (C)*

W 340 The Romantic Movement (3) Wordsworth, Coleridge, Byron, Shelley, Keats, and their contemporaries in the light of social background and critical doctrine. (D)*

341 19th-Century British Novel (3) The British novel from Austen to Hardy. (D)*

W 342 Victorian Literature (3) Victorian thought and culture in poetry and nonfiction prose. (D)*

343 Modern British Drama (3) British drama from Wilde to the present, with emphasis on the rebirth of the British drama and its major writers. (D)*

344 Modern British Novel (3) The novel in England from Conrad to the present. (D)*

345 Modern British Poetry (3) Major British poets from 1890 to the present. (D)*

364 Modern Irish Literature (3) Major literary writers of Ireland from 1840 to the present: George Moore, Synge, Yeats, Joyce, Shaw, O'Casey, Beckett, Boland, and Seamus Heaney. (D)*

365 Short Fiction (3) Analysis and interpretation of short fiction.

366 Criticism (3) A study of the theories of classical antiquity, England, and the United States, with emphasis on the relevance of these theories to English and American literature of the moment.

I W 370 Urbanism and Modern Imagination (3) Covers a variety of responses of contemporary writers, artists, and planners to the rise of the modern city.

398 Young Adult Literature (3) A critical study of literature, including nonprint media, for young adults, focusing on helping prospective teachers develop familiarity with young adult literature and how it may be used in the middle school and high school classroom, stressing gender roles and multicultural issues. PREREQ: ENG 194, 295, and 296.

JOURNALISM

Symbol: JRN

200 Communications Media (3) An introduction to the media of communications, emphasizing the development and characteristics of print and electronic media forms and their impact on American society.

W 225 Newswriting (3) A course designed to develop proficiency in the writing of news stories for daily and weekly newspapers. News values, the structure and style of news, and the preparation of copy in accordance with professional standards will be stressed.

W 226 Public Affairs Reporting (3) Instruction and practice in covering public affairs events in the local community, including borough council meetings, school board meetings, municipal hearings, and campus speeches. PREREQ: JRN 225 or equivalent.

250 News Editing (3) A course designed to acquaint students with the skills involved in the preparation of copy for publication in newspapers and magazines. Instruction and practice in the mechanics of copy editing, headline writing, layout, and photo editing. PREREQ: JRN 225 or equivalent.

272 Feature Writing (3) Practical instruction in the skills for successful feature writing for print and electronic media, with an emphasis on techniques used in personality profiles, critical reviews, column writing, and op-ed pieces.

W 312 Sports Reporting and Writing (3) Instruction and practice in basic sports reporting techniques, including live-event coverage and feature writing, as well as an introduction to routine duties associated with working on the sports desk. PREREQ: JRN 225 or equivalent.

W 315 Magazine Article Writing (3) Practical instruction in the skills required for successful freelance magazine writing with emphasis on research, interviewing, writing techniques, and marketing. Students will write and submit for publication short features and a full-length magazine article. PREREQ: JRN 225 or equivalent.

325 History of Journalism (3) A historical survey of the American press from Colonial times to the present, with special emphasis on the continuing struggle for press freedom and the new journalistic environment created by the emergence of mass media.

335 Ethical Issues in Mass Media (3) This course investigates ethical issues in the mass media and shows how newspapers and television, in particular, shape American perceptions of political and economic power and help establish public standards of morality. Special emphasis will be placed on journalistic issues such as freedom of expression, invasion of privacy, censorship, the protection of sources, stereotyping, libel law, objective vs. subjective points of view, and the debate over professional codes of ethics. PREREQ: JRN 225 or equivalent.

355 Public Relations Principles (3) An introduction to the role of the public relations practitioner in the formation of public opinion. Communications theory will be combined with specific techniques for working with the press, producing printed material, and conducting special events. PREREQ: JRN 225 or equivalent.

◆ 411 Journalism Practicum (3) Provides practical experience in writing news stories, columns, and features for print and online media. Students are strongly encouraged to submit their stories to The Quad, the student weekly newspaper of West Chester University, or some other weekly, daily, or online newspaper or publication. Publication of stories submitted to The Quad or to professional editors will be at the discretion of those editors, depending on the quality of the work and availability of space in the newspaper or on the Web site.

WRITINGS

Symbol: WRH

W 205 Composing Cyberspace (3) Students compose Web sites and blogs and examine the unique intersection of visual and verbal rhetoric that informs composition in cyberspace.

D W 210 Multicultural Writing (3) This course focuses on understanding the role that writing plays in shaping a multicultural society. Assignments will ask students to write for diverse social contexts and will help students expand their repertoire of genres and writing strategies.

W 305 Images of School in Film (3) This course reflects on schooling as a shared experience, helping students develop a stronger sense of what functions schools should be expected to perform in society. Using theoretical readings and films, students will develop an intellectual framework for examining and complicating film depictions of school.

310 Written Rhetoric: Power, Politics, and Environmental Writing (3) This course for the English major's writings track applies the program's core themes of the relationships among language, thought, and culture to writing about nature and the environment. This workshop serves the writings track course category called "power and politics."

320 I, Cyborg: Technology, Writing, and the Body (3) Students will learn to apply various forms of cultural critique to consider how texts that mechanize the human body shape society, culturally and politically.

325 Technology and the English Classroom (3) This course provides hands-on technology instruction, including film production, interactive white boards, and podcasting, of use to future teachers of English or anyone interested in using technology in an educational setting.

330 Autobiographical Acts (3) Students will research and write autobiography to question its forms and theory. PREREQ: WRT 200 or 204 or 205 or 206 or 208 or 220.

335 Advocacy Writing (3) Students investigate, theorize, and produce a variety of documents representing the genres, activists, and advocates used in a variety of campaigns.

W Writing emphasis course
I Approved interdisciplinary course
◆ This course may be taken again for credit.
D Diverse communities course

Department of Foreign Languages – see Department of Languages and Cultures

Department of Geography and Planning

103 Ruby Jones Hall
610-436-2343
Joan M. Welch, *Chairperson*

PROFESSORS: Lewandowski, Welch

ASSISTANT PROFESSORS: Coutu, Crossney, Fasic, Fritschle, Ives-Dewey, Katirai

Geography and planning is an academic discipline that integrates the physical and social sciences. Students study the patterns and processes of human and physical phenomena in relationship to each other. Students gain knowledge that can be applied to solving societal, economic, and environmental problems and to planning for the future, whether they are taking general education or elective courses, acquiring specialized preparation needed for working in geography and planning and related fields, or meeting particular needs in combination with other majors in arts and sciences or professional fields.

The field of geography assists students in comprehending the broad scope of the physical, cultural, demographic, and economic environments on local, national, and global scales. Geography courses develop skills and organize knowledge from various disciplines, and enable

students to examine the integrated whole of a people with reference to habitat and interspatial relationships. Specialized skills, which utilize Geographic Information Systems (GIS) technology, provide salable skills for students interested in technical careers and complement courses that teach knowledge of environmental and human situations and problems.

Department Mission Statement

The mission of the Department of Geography and Planning for its undergraduate program is multifaceted. The mission is to produce geographers conceptually prepared and technically skilled for spatial analysis and problem solving; to provide majors with the basic background of the discipline; to provide the opportunity to specialize in an area of their interest such as geographic information systems (GIS) and planning; to link undergraduate programs to the surrounding community for professional and graduate-level training; and to serve as a resource for community planning, consulting, and research needs.

In keeping with this mission, the department has the following learning goals for the undergraduate program:

1. Basic background knowledge in the discipline of geography
2. Conceptual and technical skills for spatial analysis and problem solving
3. The ability to conduct geographic research

BACHELOR OF ARTS — GEOGRAPHY

120 semester hours

The bachelor of arts in geography offers a choice of four emphases (called "tracks"): traditional geography (cultural, environmental, and economic geography including an international perspective), geographic analysis, urban/regional planning, and elective social studies teacher certification. The geographic analysis and urban/regional planning areas emphasize specialized skill development. Internships are available and are recommended for qualified students.

Geography majors must take GEO 101 or 103 and achieve a grade of 2.0 or better. They also must pass WRT 120 and 200 (or equivalent) with a grade of 2.0 or better.

1. General ed. requirements, see pages 38–44 — 48 semester hours
2. Language/culture requirement — 0-15 semester hours
3. Additional geography or social/behavioral science courses — 9 semester hours
4. Geography core requirements — 33 semester hours
   Required: GEO 102, 225, 310, 326, 400, and 404 (18 credits)
   Track requirements taken under advisement
   For geography track: five courses from specified groups, selected under advisement (15 credits)
   OR
   For urban/regional planning track: GEO 214, and two other planning or GIS courses (GEO 320, 322, 324, 331, 336, or 403) and an additional two courses from a specified list, selected under advisement (15 credits)
   OR
   For geographic analysis track: three courses, GEO 324, 328, and 424, plus two courses from specified lists of courses, selected under advisement (15 credits)
   OR
   For elective social studies teacher certification track: GEO 204 (interdisciplinary), GEO 301, GEO 312 (diverse communities), plus two additional geography courses. Most recommended are GEO 101, 213, 214, 215, 230, 302, 303, 318, 324, 332 (15 credits). Under advisement, cognates and free electives are selected to complete remaining teacher certification requirements and prepare for standardized examination.
5. Cognate courses — 15 semester hours
   Courses (taken under advisement) that are specifically related to identified career aspirations, and chosen outside general requirements, or geography core
   Required of all majors: ENG 368 or 371
   Required for urban/regional planning track: Three courses selected from PSC 200, 201, 202, 373, 375 or other related public management or geography course, plus CSC 110 or above
   Required of geographic analysis track: one CSC course above 110 level and three additional courses selected under advisement
6. Free electives — 3-15 semester hours

Elective Social Studies Teacher Certification Program

This 120-degree track allows students to elect courses toward teacher certification requirements that also qualify as general education, cognate, and free elective selections. See the "Teacher Certification Programs" section on pages 161-163 for an explanation of related requirements.

1. General ed. requirements, see pages 38–44 — 48 semester hours
   Recommended selections for this track include GEO 204 (interdisciplinary requirement), GEO 312 (diverse communities requirement), CLS 165 and HIS 101 (humanities requirement), ECO 101, MAT 103, and PSC 100 (behavioral and social sciences requirement), and art history or music history (arts requirement). Recommended free electives: EDF 300, EDP 250, MAT 104.
2. Language/culture requirement — 0-15 semester hours
3. Geography core (see above) — 18 semester hours
4. Additional geography courses — 9 semester hours
   GEO 301 and two additional courses from recommended list
5. Secondary education core — 33 semester hours
   EDA 103, 303; EDM 349; EDP 250, EDF 300; EDP 355; EDR 347; LAN/ENG 382; EDS 411, 412

Minor in Geography — 18 semester hours

The geography minor provides a flexible geography focus that combines well with other majors. It consists of 18 semester hours of geography courses, no more than six hours of which may be at the 100 level. Students are required to take either GEO 101 or 103. The department will advise students on selection of courses appropriate to their needs. Clusters of courses may involve environmental geography, spatial technology, international courses, or courses especially suitable as preparation for social studies education, for example.

Additionally, a cluster of courses in planning allows students from other majors to acquire geography and planning skills and to expand their career possibilities to include such areas as land planning and management, conservation of resources, location of commerce and industry, and county or other local government services.

Minor in Business Geographics and Information Systems — 18 semester hours

The minor program in business geographics and information systems provides students with the spatial analysis skills applied to business-oriented data and questions. Course work focuses on developing expertise with Geographic Information Systems (GIS).

1. Required courses — 9 semester hours
   GEO 325, 425; ECO 251 or GEO 326 or MAT 121
2. Elective courses — 9 semester hours
   (taken under advisement from the department)
   Usually recommended courses include GEO 318, 324, 328, 415, 424, 427; MGT 341, 486; MIS 300, 301; MKT 461

COURSE DESCRIPTIONS
GEOGRAPHY

Symbol: GEO

101 World Geography (3) The scope of geography and understanding of the world's regions generated by it. Human society is examined in a frame of spatial, environmental, and resource factors. Map skills and other "tools" of geography are introduced.

102 Physical Geography (3) The study of basic principles of physical geography and of relationships between components of the total earth environment.

103 Human Geography (3) An inquiry into the theoretical and applied approaches to the study of human spatial behavior and the distribution of social problems.

200 Patterns of World Cultures (3) An examination of selected, non-Western areas, representing different stages of development, in the contemporaneous world. Emphasis is placed on cultural adaptation, innovation, and achievement of human occupants of these areas.

I J 204 Introduction to Urban Studies (3) An examination of the breadth of urban studies from the perspectives of many social science disciplines. Philadelphia is emphasized as an object of perception, as a place of life and livelihood, and as an example of continual change in the urban environment.

205 Geographic Influences in American History (3) Geographic characteristics that figure prominently in the discovery and colonization of America, and on the progressive development of the United States up to the 20th century.

213 GIS for the Social Sciences (3) A course in mapping in the political, economic, and social features of places and the analysis of those maps using the ArcView component of ESRI's ARC GIS. Introductory course but with hands-on technology experience; suitable for majors in political science, social work, economics, and other social science disciplines.

214 Introduction to Planning (3) The methods of analyzing problems of urban and regional planning. Emphasis is placed on systems of housing, recreation, transportation, industry, and commerce.

215 GIS for Criminal Justice (3) A course in crime mapping and the analysis of maps of crime patterns, police services, locations of criminal incidents, offenders' geographical behaviors, and spatial trends in crime.

225 Introduction to Maps and Remote Sensing (3) Introduction to mapping and remote sensing. Thorough exposure to grid coordinate systems, representative fractions/scale, map projections, and mapping systems. Also, aerial photographs, digital orthophotos, satellite images, and computers as tools.

230 Environmental Conservation and Sustainability (3) An inquiry into the problems of natural resources protection, management, and sustainability. Emphasis is placed on the United States.

236 Climatology (3) Climactic variations on the earth and their classification into regional types. Relationships of plants, soils, and cultures to types of climate. PREREQ: GEO 102 or permission of instructor.

301 United States and Canada (3) An examination of the complexity and diversity of the physical and human landscapes of the U.S. and Canada. Both rural and urban geography are studied with an emphasis on recent geographic changes of influence—such as the shift from an emphasis on production to one on service and consumption, the growing importance of cities, and increasing racial and ethnic diversity.

F 302 Latin America (3) Central and South America are studied with emphasis on geographic understanding of the major sources of change in recent times. The course focuses on selected individual countries in addition to presentation of the region as a whole.

F 303 Europe (3) A survey course focusing on the regional geography of Europe. The course includes an examination of the physical environment, cultural traditions, lifestyles, economics, urban environment, and political change throughout the region.

F 304 Geography of Asia (3) An introduction to the spatial organization of Asia's environments, economies, urban systems and networks, populations, and cultures. PREREQ: GEO 101 or permission of instructor.

W 310 Population Problems (3) The dynamic processes of population change (fertility, mortality, and migration) and the resultant changes in population distribution and composition. In addition to a substantive study of these topics, students are introduced to the use of primary data sources for demographic description and policy recommendation.

J 312 Urban Geography (3) Analysis of patterns, processes, and consequences of urban growth and development. Theory of systems, size, spacing, and functions of cities. Students will conduct outside analysis using real data.

316 Planning for Public Services (3) A study of the quality of individual life. Analysis of geographic variation in social well being, problems of social systems monitoring, and social indicators used in planning.

318 Economic Geography (3) This course is concerned with the spatial patterns of economic activities, including production, consumption, and settlement. It provides an understanding of their location and the processes of change. The course is international in scope, with an emphasis on the global economy.

320 Land Use Planning (3) An inquiry into the development of comprehensive land use studies by governmental and private agencies, emphasizing the development of skills in problem identification and resolution. PREREQ: GEO 214 or permission of instructor.

322 Land Development Controls (3) An insight into the "why" and "how" of land development, emphasizing the role of local government in zoning, subdivision regulation, and other land regulations. PREREQ: GEO 214 or permission of instructor.

324 Introduction to Geographic Information Systems (3) Data sources and analysis techniques used in the planning process, with emphasis on appropriate applications. Students receive considerable experience in using geographic information systems technology to solve real-world problems.

325 Business Geographics (3) This course provides a conceptual overview of geographical information systems as well as hands-on experience of software systems used in developing business management and marketing strategies. Attention is focused on using GIS technology as an analysis tool to improve decision making. Designed primarily for marketing majors.

326 Geographical Analysis (3) Applications of basic statistical techniques to problems of spatial significance, emphasizing the adaptation of technique to problem, and the understanding and interpretation of specific analytical methods as applied to real-world situations. PREREQ: MAT 103 or higher-level mathematics course must be passed with a 2.0 or better prior to enrollment in GEO 326.

328 Computer Cartography (3) This course provides an overview of various computer mapping programs and hands-on experience utilizing those programs. The course is structured to develop design skills related to effective map creation. Graphic techniques are emphasized that relate to the effective display and communication of spatial phenomena.

330 Population Analysis (3) A course designed to develop skills in demographic research, emphasizing interrelationships of population processes, use and limitation of data sources, and the understanding and interpretation of specific demographic and related analytical methods. PREREQ: GEO 310 or permission of instructor.

331 Transportation Planning (3) Important issues, descriptive and analytical, facing urban and suburban transportation are studied. Employment of the planning process emphasizes use of analytical tools.

332 Environmental Crises (3) The nature and dimensions of environmental problems with an emphasis on endangered life-support systems. Aspects of natural and social environment systems and their mutual interrelationships.

336 Environmental Planning (3) Introduction to the concepts and tools of environmental planning which include landscape form and function in planning. Applications to local and regional issues are stressed.

338 Environmental Application of Geographic Information Systems (GIS) (3) This course reviews the principles of cartography and GIS in terms of environmental applications. Using ESRI's and ArcGIS software, students will add environmental, political, economic, and other types of data to computerized maps to explore environmental analysis. These data will then be spatially examined and manipulated to review the process of mapmaking and decision making.

341 Landscape Analysis (3) The study of contemporary geographical patterns of plants and animals, and the overall processes which influence landscape development and characteristics, such as Climactic and geomorphic events, and anthropogenic activities.

352 Geo Politics (3) A study of the casual relations between geographical phenomena and political or military power.

354 Geography and Planning of Housing (3) This course provides an overview of the spatial, economic, social, physical, and political forces that structure and affect current housing conditions and prospects. The course introduces key concepts and institutions that influence the production, distribution, maintenance, and location of housing. The Philadelphia metropolitan area is emphasized as a case study for understanding the implications of present housing geography trends for the future, as well as the development of rational housing policies and plans.

W 400 Senior Seminar in Geography (3) The study of historical and contemporary trends in geography; the design, preparation, and defense of a research proposal.

401 Internet Mapping (3) This course reviews the principles and applications of cartography and geographic information systems (GIS) in terms of Internet and mobile mapping technologies. Web-distributed maps, Internet map services, navigation/global positioning systems (GPS), and cell-phone-based applications are examined through the use of ArcGIS Internet Map Server, Google Earth, Google APIs, and cell-phone applications. PRE-

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I Approved interdisciplinary course
J Diverse communities course
F Culture cluster
W Writing emphasis course

REQ: GEO 225 or permission of instructor.

◆ **402 Topical Seminar in Geography (3)** Intensive examination of a selected area of study in the field of geography. Topics will be announced at the time of offering. Course may be taken more than once when different topics are presented. PREREQ: Junior or senior geography major or consent of instructor.

403 Planning Design (3) Selected experiences designed to assist the student (either as an individual or as a member of a group) in developing proficiency in information-providing techniques.

404 Senior Project in Geography (3) The execution of the research proposal (designed in GEO 400) as an acceptable departmental senior research paper. PREREQ: GEO 400.

◆ **410 Independent Studies in Geography (3)** Research projects, reports, and readings in geography. PREREQ: Permission of department chairperson.

◆ **415 Internship in Geography and Planning (1-12)** Practical job experience in applying geographic theory, executing substantive research, and engaging in community service in selected off-campus situations. Open only to upper-division B.A. majors and minors in geography/ planning with permission of department chairperson.

424 Geographic Information Systems Applications (3) A course to advance the student's knowledge of the design and implementation of geographic information systems. PREREQ: GEO 324 or permission of instructor.

425 GIS: Business Applications (3) Intensive use of Geographical Information Systems (GIS) in the business environment to aid in better sales and marketing decisions. Course provides a conceptual overview of database management systems from MIS to geodatabases and their integration with a GIS. Case studies draw numerous examples from various businesses. Student tutorials provide hands-on opportunities for students to experience and learn how to use GIS within a business problem-solving framework. PREREQ: GEO 325 or permission of instructor.

427 Geodatabase Systems (3) The course teaches students the concepts and design of geographic database systems in the process of geographic analysis.

IND 405 Modeling of Earth Systems (3) The course focuses on the use of models to understand global environmental change. It offers an in-depth exposure to the principles of modeling as well as an introduction to various models that represent components of the earth's systems. The elements of model construction are examined including principles of simplification, data collection, variable identification, and parameter specifications. Team taught with the Department of Geology and Astronomy.

◆ This course may be taken again for credit.

Department of Geology and Astronomy

207 Merion Science Center
610-436-2727
Marc Gagné, Chairperson

PROFESSORS: Busch, Good, Srogi, Wiswall

ASSOCIATE PROFESSORS: Fisher, Gagné, Lutz, Smith

ASSISTANT PROFESSORS: Hall, Helmke, Hilliker, Nikitina, Vanlandingham

The Department of Geology and Astronomy prepares students for careers in geoscience and geoscience education. Geoscience is an integrated study of the Earth, its geologic history, composition and structure, resources, natural hazards, atmosphere and oceans, and its environment in space. Geoscientists study such phenomena as earthquakes, landslides, floods, volcanoes, coastal erosion, and how these natural hazards impact humans. Geoscientists explore for mineral, energy, and water supplies. Geoscientists also attempt to make predictions about Earth's future based on the past. Since most human activities are related to interaction with the physical components of Earth, geoscience plays a unique and essential role in today's rapidly changing world. The Department of Geology and Astronomy offers two bachelor of science degree programs and a certification program in general science. (A degree in astronomy is not available; students may choose an astronomy minor.) All programs emphasize analytical skills and build on course work in mathematics, chemistry, physics, and statistics. Written and oral communication is emphasized in a majority of the course work.

1. The B.S. in GEOSCIENCE program offers two areas of concentration and prepares recipients for a career as a professional geoscientist. Students completing either bachelor of science degree program possess the educational requirements to seek licensure as certified professional geologists. The **geology concentration** leads to occupations in geology, geochemistry, and the environmental industry as well as for studies toward advanced degrees. Its curriculum emphasizes depth in the traditional disciplines of geology including mineralogy, rock formation, paleontology, structural geology, and surface and tectonic processes. The **earth systems concentration** is intended for students who want to concentrate on a broader understanding of geoscience and human interaction with the environment. This concentration is excellent preparation for students pursuing careers in fields such as resource management, environmental law, or environmental consulting. In addition to the geology core, students take required courses in oceanography, meteorology, and astronomy.
2. The B.S. in EDUCATION in EARTH AND SPACE SCIENCES is a professional degree program designed to prepare certified secondary school teachers with an overall science exposure and specialization in the earth and space sciences. The program meets all guidelines established by the National Council for Accreditation of Teacher Education (NCATE), the Pennsylvania Department of Education (PDE), and the National Science Teachers' Association (NSTA) for earth and space science certification.
3. The certification program in GENERAL SCIENCE enables recipients to teach science in grades 6–9. The certification program meets all guidelines established by the National Council for Accreditation of Teacher Education (NCATE) and the Pennsylvania Department of Education (PDE).

All students must consult with their adviser regularly to ensure timely completion of the degree. Those in the B.S. in education program will have a second adviser in the College of Education to help students meet the secondary education requirements.

REQUIREMENTS COMMON TO ALL BACHELOR DEGREE PROGRAMS

1. General ed. requirements, see pages 38–44 — 48 semester hours
2. Math requirement — 3 semester hours
   MAT 121
3. Science cognate requirements — 8 semester hours
   CHE 103 and CRL 103, PHY 130 or 170
4. Geoscience courses — 30 semester hours
   ESS 101, 201, 204, 301, 302, 331, 343, 405, 420, and 450
5. A grade of C– or better must be achieved for all required courses within the department including the required electives, as well as those in biology, chemistry, math, and physics.

BACHELOR OF SCIENCE — GEOSCIENCE

120 semester hours

Concentration in Geology

1. Additional math and computer science requirements — 6-7 semester hours
   MAT 108 or 161 and ESS 321
   or GEO 324 or 325 or CSC 115 or higher
2. Required courses — 11 semester hours
   ESS 201, 347, 439, 447, and ESS/BIO/ENV 102
3. Geology and astronomy electives — 9 semester hours
   Any three ESS courses at the 200, 300, or 400 level

Concentration in Earth Systems

1. Additional math requirement — 3 semester hours
   MAT 105 or 110
2. Additional science cognates — 3 semester hours
   BIO 110 (or BIO 100 with a grade of A- or better)
3. Required courses — 16 semester hours

ESS 111, 201 or 355, 330, 347, 370, and ESS/BIO/ENV 102 or SCB 210

4. Geology and astronomy electives 6 semester hours
   Any two ESS courses at the 200, 300, or 400 level

BACHELOR OF SCIENCE IN EDUCATION — EARTH AND SPACE SCIENCES

125 semester hours

All students seeking a B.S.Ed. must formally apply for admission to teacher education. (See the "Teaching Certification Programs" section of this catalog for an explanation of related requirements.) Only those students formally admitted to teacher education will be eligible to enroll in SCE/SCB 350. Once admitted to teacher education, students must maintain the minimum GPA specified by the College of Education in order to continue taking advanced professional course work. If a student falls below the minimum GPA, he or she will be permitted to retake – in accordance with University policy – professional course work that contributed to the fall below the minimum GPA but will not be permitted to take additional work until the minimum is met.

1. Secondary education requirements 35 semester hours
   EDF 300; EDP 250; EDA 103, 303; EDR 347; LAN/ENG 382; EDS 306; SCE or SCB 350; EDS 411 and 412
2. Additional math requirements 3 semester hours
   MAT 105 or 110
3. Additional science cognates 3 semester hours
   BIO 110 (or BIO 100 with a grade of A- or better)
4. Core requirements 12 semester hours
   ESS 101, 204, 201, 301, 302, 331, 343, 405, 420, and 450
5. Additional requirements 10 semester hours
   ESS 111, 330, 347, 370
6. Students may obtain additional certification in general science and/or environmental education in addition to earth and space science. See pages 161-163 for requirements.

Minor Programs 18 semester hours

Students may choose to minor in any of the following programs. Courses are selected with the approval of the department chairperson.

1. **Astronomy**
   ESS 111, 307, 355, 491; SCB 210; and one other ESS course (18)
2. **Earth science**
   ESS 101, 111, 330, and 370; plus two courses in earth science (18)
3. **Geology**
   ESS 101 plus five other geology courses (18)

CERTIFICATION IN GENERAL SCIENCE

Students seeking certification in general science must either be enrolled in a B.S.Ed. program or hold a teaching certificate.

1. Math requirements, 6 semester hours
   MAT 121, and 105 or 110
2. Science core requirements 40 semester hours
   BIO 110 (or BIO 100 with A- or better), 215, 217; CHE/CRL 103, 104; ESS 101, 111, 330, 370; PHY 130 or 170, 140 or 180
3. Interdisciplinary requirements 3 semester hours
   One of the following: BIO 102 or ENV 102 or ESS 102; SCB 210
4. Field, research, technology requirements 12 semester hours
   Students must take a minimum of 12 additional semester hours in biology, chemistry, earth and space science, health, or physics from the approved list obtained from the adviser. Courses must be taken in at least two departments. The sequence of courses must be approved in advance by the adviser of the certification program and should be based on the student's interests and choice of certification examinations. Students must select courses to include field work, research, and technology components.
5. Secondary education requirements 35 semester hours
   EDF 300; EDP 250; EDA 103, 303; EDR 347; LAN/ENG 382; EDS 306; SCE or SCB 350; EDS 411 and 412

COURSE DESCRIPTIONS GEOLOGY AND ASTRONOMY

Symbol: ESS unless otherwise shown

101 Introduction to Geology (3) The earth's composition and history; the processes that occur on and within the earth. Two hours of lecture and two hours of lab.

I 102 Humans and the Environment (3) A study of the ability of humans to survive and maintain their life quality, considering the limited resources and recycling capacity of planet Earth. Note: Students completing ESS 102 may not take BIO 102 or ENV 102 for credit.

111 General Astronomy (3) A descriptive course, including the composition and evolution of solar and stellar systems. Two hours of lecture and two hours of lab.

125 Volcanoes (3) Where do volcanoes occur and why? What happens when volcanoes erupt, and what controls eruptions? What roles have volcanoes played in human history and human culture? How do geologists study volcanoes in order to forecast eruptions and reduce the risks for human populations? This course explores these questions using print, multimedia, and Internet sources. Students will learn how to interpret geological information in order to assess volcanic hazards and forecast volcanic eruptions.

130 Our Coastal Oceans (3) This course examines the physical and biological processes at work in the coastal oceans. The content will be discussed in the framework of regional examples.

170 Introduction to Our Atmosphere (3) Why is the sky blue? What will the weather be tomorrow? What makes tornadoes? How did the ozone hole develop? What is the greenhouse effect? This class will use these questions and others to investigate the basic physical processes that determine the weather and climate on earth. A student who has successfully completed ESS 370 may not subsequently receive credit for ESS 170.

W 201 Fundamentals of Techniques in Geology (3) An introduction to the basic methods of geologic data collection, analysis, and presentation; literature research; and report writing. One weekend field trip is required. PREREQ: ESS 101.

W 204 Historical Geology (3) The geologic history of Earth inferred by analyzing and evaluating the geologic record of its physical and biological changes on local, regional, and global scales. Laboratory included. PREREQ: ESS 101.

301 Environmental Geochemistry (3) An introduction to principles and applications of geochemistry to geologic systems, including surface and ground waters, soils, and rocks. PREREQ: CHE 103, ESS 101.

302 Mineralogy (3) In-depth survey of the formation, identification, classification, and uses of minerals. Principles of symmetry, crystallography, crystal chemistry, and optical mineralogy. Laboratory and field examination and analysis of minerals. PREREQ: ESS 101, 204, and CHE 103 or equivalent.

307 Geology of the Solar System (3) The geology, origin, evolution, and properties of planets, comets, asteroids, moons, and meteorites.

321 Geometrics (3) Application of computational and statistical methods to geologic problems. Geologic sampling, data comparisons in environmental, petrologic, paleontologic, and geochemical problems.

323 General Geologic Field Studies of Southeastern Pennsylvania (3) Occurrence, relationships, and geologic history of the rocks, minerals, and soils of this area, studied at representative locations. PREREQ: ESS 302.

327 Electron Microscopy I (3) A one-semester lecture/laboratory course in theory operation and applications of electron beam technology in scientific research. Students receive hands-on training and complete a brief research project of their choosing. PREREQ: Six credits of college-level science, or permission from the instructor.

330 Introduction to Oceanography (3) A survey of our present knowledge of the waters and floors of the ocean. PREREQ: ESS 101.

W 331 Introduction to Paleontology (3) Identification and study of common fossils in order to understand their life processes and geologic significance. PREREQ: One course in geology.

332 Advanced Oceanography (3) An advanced course in oceanography covering marine resources, oceanographic literature, animal-sediment relationships, field techniques, estuaries, salt marshes, sea level changes, and pollution. PREREQ: ESS 330.

I Approved interdisciplinary course
W Writing emphasis course

336 Environmental Geology (3) The application of geological information to human problems encountered in natural phenomena, such as flooding, earthquakes, coastal hazards, and man-made concerns, including waste disposal, land use, and global change. PREREQ: ESS 101 or permission of instructor.

343 Geomorphology (3) Constructional and degradational forces that have shaped present landforms and are constantly reshaping and modifying landforms. Interpretation of geologic and topographic maps; field studies. PREREQ: ESS 101 and 204.

347 Earth and Space Science Seminar (1) Weekly seminar featuring guest lectures by geoscience professionals, prominent scientists, faculty, and students. Students will read professional literature, attend and participate in the lecture, and write a summary and/or analysis of each seminar. PREREQ: Six credits of ESS or permission of department.

355 Intermediate Astronomy (3) An analytical and qualitative analysis of selected astronomical phenomena. Topics include telescope optics (including photographic and photoelectric attachments), lunar and planetary orbits, stellar motions and magnitudes, galactic classifications, and distances. Two hours of lecture and two hours of lab. PREREQ: ESS 111.

362 History of Astronomy (3) Development of astronomical theories from the ancient Greeks until the 20th century. PREREQ: ESS 111.

370 Introduction to Meteorology (3) A study of the principles governing the earth's atmosphere and how these principles determine weather conditions. PREREQ: Six hours of science and MAT 105 or higher.

371 Advanced Meteorology (3) A continuation of the study of the principles governing the earth's atmosphere and how these principles determine weather conditions. PREREQ: ESS 370.

405 Igneous and Metaphoric Petrology (3) Theories of the formation of igneous and metaphoric rocks based on field occurrence, physical properties, geochemistry, thermodynamics, and petrography. Classification and identification of rocks. Laboratory and field examination and analysis of rocks. PREREQ: ESS 201 and 302.

420 Structural Geology (3) Determination of the sequential development and the forces involved in the various structural features of the earth. PREREQ: ESS 201 and 302.

435 Remote Sensing (3) An introduction to the science and technology of remote sensing and the applications of remote sensing data to geology, oceanography, meteorology, and the environment. Includes a discussion of the history and principles of remote sensing; fundamentals of electromagnetic radiation; theory and types of active and passive remote sensing systems; fundamentals of image interpretation; digital analysis of LANDSAT and AVHRR data; operation of environmental satellites; and future imaging systems.

439 Hydrogeology (3) This applied course covers groundwater flow, well hydraulics, water resources, contaminant transport, and groundwater remediation. Familiarity with calculus is recommended. PREREQ: ESS 301.

442 Geophysics (3) Gravitational, magnetic, seismic (refraction and reflection), and electrical properties of rocks and minerals in the earth. Physical principles of the earth; geophysics in relation to economic deposits. PREREQ: MAT 162 and PHY 140 or 180.

447 Earth and Space Science Seminar (1) Weekly seminar featuring guest lectures by geoscience professionals, prominent scientists, faculty, and students. Students will read professional literature, attend and participate in the lecture, and write a summary and/or analysis of each seminar. PREREQ: ESS 347 or department permission.

450 Sedimentation and Stratigraphy (3) Class, laboratory, and field studies of sediments, sedimentary rocks, depositional processes and environments, and diagenesis. Description, mapping, and correlation of strata to infer temporal-spatial relationships, locate resources, and interpret Earth history. PREREQ: ESS 301, 302, 331, and 343.

◆ **460 Internship (1-18)** Work with industry, or local, state, or federal government agencies under faculty supervision.

◆ **480 Special Problems (1-3)** Reports on special topics and current developments in the earth and space sciences. PREREQ: Permission of instructor.

490 Fundamentals of Soil (3) Soil properties, classification, and genesis from geologic, agricultural, and engineering perspectives. Topics include pedology, soil physics, geotechnical engineering, erosion, septic systems, soil contamination, and remediation. PREREQ: ESS 101.

◆ **491 Independent Study (1-3)**

I **IND 401 Applied Environmental Science (3)** Students are introduced to regional environmental problem solving based on interdisciplinary, science data using GIS. Background in one of natural or applied sciences is presumed, and students without such background should contact an instructor before scheduling. Most relevant lecture material is handled as readings outside of class time which is devoted largely to environmental analysis using ArcView GIS. One half-day field trip is required.

I **SCB 210 The Origin of Life and the Universe (3)** An interdisciplinary course that presents the theory and evidence of the first three minutes of the universe and formation of the stars, galaxies, planets, organic molecules, and the genetic basis of organic evolution. PREREQ: High school or college courses in at least two sciences.

SCE 310 Science for the Elementary Grades (3) A course to prepare the elementary teacher for teaching science. Selected units or problems that cut across various fields of science. Methods and processes of science and available resources. PREREQ: Completion of science and mathematics general education requirements and formal admission to teacher education. Must reach junior status by the end of the previous semester.

DW **SCE 350 Science Education in the Secondary School (3)** Philosophy, objectives, and methods of teaching science. Practical experience provided. PREREQ: Formal admission to teacher education.

SCI 101 The Carbon Cycle (3) An exploration of how the carbon cycle connects earth and life, through photosynthesis, respiration, decay, rock formation and weathering, and plate tectonics. Humans have altered the carbon cycle by burning fossil fuels. Students investigate the carbon cycle on the WCU campus and consider the implications for global warming. For elementary education majors only. Team taught with the Department of Biology.

◆ This course may be taken again for credit.
I Approved interdisciplinary course
D Diverse communities course
W Writing emphasis course

Department of Health

207 Sturzebecker Health Sciences Center
610-436-2931
Roger Mustalish, *Chairperson*
Bethann Cinelli, *Assistant Chairperson*

PROFESSORS: Carson, Cinelli, Harris, James, Lacey, Mustalish, Sankaran, Sheehan, Shorten

ASSOCIATE PROFESSORS: Bill, Brenner, Delgado, Leonard, Morgan, Walz

ASSISTANT PROFESSORS: Metz, C. Williams

INSTRUCTOR: Monahan-Couch

ADJUNCT FACULTY: Fellows, Kellar, Kretz, Salyers

The Department of Health offers four programs leading to a bachelor of science degree.

1. The B.S. in PUBLIC HEALTH is designed to provide students with the competencies needed for a career in public health. Students selecting this program will take a public health core of courses and select one of the concentrations from the following:
   a. PUBLIC HEALTH—HEALTH PROMOTION prepares students for a career as a public health practitioner in hospitals, health departments, health agencies, and industry. The program provides a comprehensive basic science background as well as a strong public health foundation.
   b. PUBLIC HEALTH—ENVIRONMENTAL HEALTH prepares students for careers as environmental scientists in industry, consulting firms, government, hospitals, and academia. The program synthesizes a general scientific preparation with specialized applied courses in a wide range of environmental health science disciplines, such as industrial hygiene, toxicology, bioterrorism, emergency preparedness, risk assessment, and water quality. This program is accredited by the National Environmental Health Science and Protection Accreditation Council (EHAC).
2. The B.S. in NUTRITION AND DIETETICS prepares students for careers in dietetics, which include community nutrition, food service management, and clinical nutrition. The program is accredited by the Commission on Accreditation for Dietetics Education (CADE). Students who complete the program meet the didactic requirements of CADE but must complete a CADE-accredited supervised practice following graduation to be eligible to take the registration examination for dietitians. Those who complete the

R.D. examination successfully are recognized as registered dieticians (R.D.). Faculty advisers assist students in applying for supervised practices and pursuing other postgraduate avenues.

3. The B.S. in HEALTH SCIENCE is for students who have completed a certificate, diploma, or associate's degree program in such health science areas as dental hygiene, respiratory therapy, occupational therapy, medical technology, alternative/complementary medicine, and cardiovascular technology. The program gives professionals the chance to build on their technical education already received and to develop academic competency in a related field. General education requirements and health courses are needed for completion of the B.S. in health science.
4. The B.S. in RESPIRATORY CARE is offered in association with Bryn Mawr Hospital. Graduation from the program satisfies the entrance requirement for the Written Registry Examination and the Clinical Simulation Examination given by the National Board for Respiratory Care. Successful completion of these examinations qualifies the candidate as a registered respiratory therapist. Most respiratory therapists are employed by hospitals and home health care agencies.

Academic Policies

1. Repeating courses
   Department of Health majors who earn less than a C (2.0) in selected program requirements may be required to repeat such courses. Students should discuss these requirements with their advisers.
2. Overall GPAs for internships and field experiences
   a. A minimum 2.5 cumulative GPA is required of environmental health and nutrition majors for internships or field experience assignments.
   b. A minimum 2.5 cumulative GPA is required for health pro motion majors for internships.

REQUIREMENTS COMMON TO THE B.S. PROGRAMS

120 semester hours

General education requirements, see pages 38–44 48 semester hours

BACHELOR OF SCIENCE — PUBLIC HEALTH

All public health students are required to complete one of two concentrations:

A. Public Health — Health Promotion

1. Cognate requirements 30 semester hours
   BIO 100, 259, 269; CHE 107*; CSW 101; PSY 100*; SOC 200*; SPK 208* or 230*
2. Public health core requirements 45 semester hours
   HEA 100, 240, 242, 306, 330, 341, 342, 419, 420, 421, and 436
3. Elective requirements
   Students select one of the following options:
   a. General health promotion 18 semester hours
      Six health electives selected under advisement with no more than six credits at the HEA 100 level and no more than six credits of HEA 435
   b. Worksite health promotion group electives 18 semester hours
4. Grade requirements
   A cumulative GPA of 2.5 is needed before the start of the internship, HEA 421.
   In order to count towards the bachelor of science in public health/health promotion, public health core, and health elective classes require a minimum grade of C.

B. Public Health — Environmental Health

1. Cognate requirements 40 semester hours
   BIO 110*, 204, 270, 484; CHE/CRL 103-104, CHE 230; ECO 111*; ESS 101*; MAT 110, 121*; PHY 130
2. Environmental health core requirements 42 semester hours
   ENV 102*, 230, 445, 447, 451, 452, 455, 456, 460, 462; HEA 110*
3. Environmental health elective requirements 8 semester hours
   (selected under advisement)
   ENV 250, 360, 435, 450, 453, 470, 475

BACHELOR OF SCIENCE — NUTRITION AND DIETETICS

1. Nutrition core 47 semester hours
   NTD 200, 205, 303, 309, 312, 320, 409, 410, 411, 412, 413, 414, 415, 416, 417; NTL 205
2. Cognates 35 semester hours
   BIO 100*, 204, 259, 269; CHE 107*, 230, 310; CRL 107; MAT 121*; PSY 100*; SOC 200*
3. General education (courses selected under advisement)
4. Students must complete all required NTD courses with a minimum grade of C to graduate form the nutrition and dietetics program.
5. Students must complete BIO 100, 204, 259, 269, CHE/CRL 107 with a minimum grade of C-, and CHE 230 and 310 with a minimum grade of C to graduate.
6. If any core or cognate courses have prerequisites, the minimum grade requirements for those prerequisites must be met before the core or cognate course can be taken. For example, the prerequisites for NTD 410 Quantity Food Production are BIO 100, 204, and NTD/NTL 205. To take NTD 410, students must have completed these prerequisites and earned a minimum of C- in BIO 100 and 204, and a minimum of a C in NTD/NTL 205.

BACHELOR OF SCIENCE — HEALTH SCIENCE – GENERAL

1. Satisfactory completion of an allied health certificate, diploma, or A.S. degree program
2. Satisfactory completion of 120 semester hours, including
   a. General education requirements
   b. A minimum of 24 semester hours earning a C or better for each course. Students must take HEA 242, 341, and 419, and 15 credits as approved by an adviser. (Health concentration courses require a grade of C or better.)

BACHELOR OF SCIENCE — HEALTH SCIENCE – RESPIRATORY CARE

1. Complete a minimum of 120 credits including the following required courses (all courses require a C or better):
   a. Cognate requirements 26 semester hours
      BIO 100*, 204, 259, 269; CHE 100*; MAT 107*; PSY 100*; PHI 180*
   b. Major requirements 63 semester hours
      HEA 210, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 435, 472, 473, 474, 475, 476, 477, 478, 479
2. Complete all general education requirements

Minor in Environmental Health 18 semester hours

Required courses: ENV 102, 447, 451

Electives: Select three from among ENV 230, 250, 435, 445, 450, 452, 460, 462, 470, 475, or other selected with approval of adviser. A grade of C- or better is required in each course.

Minor in Health Sciences 18 semester hours

Required courses: HEA 100 and 15 hours of other health courses selected under advisement. Nine credits must be at the 300 and 400 level. A grade of C– or better is required in each course.

Minor in Nutrition 18 semester hours

Required courses: NTD 205, 303, 309

Electives: Select three from among NTD 200, 301, 302, 311, 420, 422, 435; PSY 481. A grade of C or better is required in each course.

* These required courses also satisfy general education requirements.

COURSE DESCRIPTIONS
ENVIRONMENTAL

Symbol: ENV

I **102 Humans and the Environment (3)** A study of the ability of humans to survive and maintain their life quality considering the limited resources and recycling capacity of planet Earth. Note: Only one of the following courses can be completed for credit: BIO 102, ENV 102, or ESS 102.

230 Hazardous Waste Operations and Emergency Response (3) Provides students with the training required by the Occupational Safety and Health Administration and the Environmental Protection Agency to work at sites where hazardous wastes and/or hazardous materials may be stored, spilled, transported, or used.

250 Environmental Health Laboratory (3) Practical field and laboratory experience in environmental sample collection and analysis. PREREQ: CHE/CRL 107, ENV 102, or permission of instructor.

360 Air Quality and Health (4) A consideration of the types and amounts of air contaminants, the atmospheric processes that transport them, and the role of air quality in human health. PREREQ: ENV 102, or permission of instructor.

◆ **435 Environmental Health Workshop (1-6)** Special workshops on contemporary environmental health issues. Topics announced at time of offering.

445 Risk Assessment (3) An examination of human health and ecological risk assessment with emphasis on exposure estimation. PREREQ: ENV 102.

447 Environmental Regulations (3) Prepares students for working with federal and Pennsylvania environmental regulations. Emphasizes use and development of Internet regulatory resources. Specific discussions and exercises related to various regulatory agencies are included. PREREQ: ENV 102, or permission of instructor.

450 Hazardous and Solid Wastes (3) Sources, characteristics, and amounts of solid and hazardous wastes and their implications for human health. Methods of collection, handling, disposal, and recycling. PREREQ: ENV 102, or permission of instructor.

451 Environmental Toxicology (3) An investigation of the health effects of chemical, physical, and biological hazards in the environment. PREREQ: BIO 204, CHE 230 (concurrent), ENV 102, or permission of instructor.

452 Industrial Hygiene I (3) A study of the anticipation, recognition, evaluation, and control of airborne and dermal hazards in the work environment. PREREQ: ENV 102, or permission of instructor.

453 Occupational Safety (3) A study of the recognition, evaluation, and control of safety hazards in the work environment. PREREQ: ENV 102, or permission of instructor.

W **455 Environmental Health Seminar (3)** In-depth investigation and discussions on topics of particular concern or significance to the environmental health field. Topics will be varied from year to year. PREREQ: Senior environmental health major.

456 Environmental Health Internship (12) Field placement with an environmental health department in an industry, consulting firm, or government agency. PREREQ: Senior environmental health major and a cumulative GPA of 2.50 or above.

460 Industrial Hygiene II (3) A study of the anticipation, recognition, evaluation, and control of physical hazards such as ergonomics, noise, and radiation in the work environment. PREREQ: ENV 102, or permission of instructor.

462 Water Quality and Health (3) An examination of the quality and quantity requirements of surface and subsurface water resources used for drinking water supplies. Laboratory included. PREREQ: ENV 102, or permission of instructor.

470 Emergency Preparedness (3) This course addresses emergency preparedness for schools, businesses, communities, and counties. Types of emergencies considered include natural disasters, failures of technology (spills, accidents, and explosions), and acts of war or terrorism.

475 Bioterrorism, Bio-crisis, and Public Health (3) This course addresses the protection of the public's health and the health of workers such as first responders from biological agents that cause disease and/or death. Communication and coping strategies, group interaction, case studies, and the use of Internet resources will be integrated with response strategies, measurement techniques, personal protection, and decontamination procedures.

HEALTH

Symbol: HEA

Symbol for health labs: HTL

100 Dimensions of Wellness (3) Fundamental concepts of health and wellness exploring several health-related areas with an opportunity for personal lifestyle change conducive to better health.

103 Drugs and Society (3) Provide knowledge regarding the use and abuse of substances in our society and the impact on the individual, family, and community. Teaching strategies also will be incorporated.

104 Human Sexuality (3) Study of sexuality as it relates to self; the interrelationships with people.

106 Death and Dying (3) Current controversial issues concerning death and dying. How involved persons cope with death.

109 Health Issues of Women (3) The needs and concerns of women as consumers in our present health care system. Various biological, psychological, and social topics will be discussed.

D **110 Transcultural Health: Principles and Practices (3)** This course examines the health beliefs and practices of a variety of subcultural groups in the United States. Emphasis is placed on the application of multicultural health beliefs and practices. It utilizes the cross-cultural approach in meeting the health needs of clients and families. It is open to all University students, regardless of major.

206 Human Development (3) A lifespan approach to the study of human development in the physical, cognitive, and psychosocial domains.

210 Introduction to Respiratory Care (3) Consists of topics related to general health care issues as well as those of specific interest to the respiratory care profession.

220 Field Experience in Health (1) Opportunities for observation and field experience in health science settings.

230 Health Issues of School-Aged Youth (3) This course investigates current health issues relevant to students K–12 such as drug, alcohol, and tobacco use; diseases; and mental emotional health.

240 Foundations of Health (3) Introductory course for undergraduate majors in health promotion/education. Primary emphasis on the philosophical, historical, and theoretical foundations of the profession.

242 Introduction to Public and Community Health (3) This course is intended to provide the student with an overview of public and community health concepts in the United States.

245 Psycho-Social Issues of School-Aged Youth (3) An overview of fundamental concepts and content in the following health areas: mental/emotional health, stress management, the aging process, violence and conflict resolution, forcible behaviors, and death education.

300 Professional Ethics and the Health Professions (3) This course examines ethical issues relevant to the professional roles of health professionals. Students will examine ethical principles and apply a model of ethical decision making to case studies. Other areas addressed include professional codes of ethics, ethical concerns in health behavior change, health communications, and health education research.

W **301 Health for the Elementary Grades (3)** Provides basic health content and instructional methodology for preservice elementary teachers.

302 Health and Young Children (3) The purpose of this course is to investigate current health issues relevant to children in preschool environments and primary grades, and identify educational strategies to increase health knowledge, foster positive health attitudes, and promote healthy behaviors such as nutrition and physical activity.

304 Family Life and Sex Education (3) The purpose of this course is to prepare the health professional to develop and teach appropriate K-12 family life education curricula. PREREQ: 2.8 GPA and admission to teacher certification program.

305 Contraceptive Technology and Health Issues (3) The course will teach contraceptive methods, reasons for a society's acceptance or rejection of certain methods, and the effect on the health care delivery system.

W **306 Curriculum and Instruction (3)** This course provides the knowledge and skills for the development, implementation, and evaluation of K-12 comprehensive school health curriculums.

W **310 Love and Marriage (3)** Defines love and marriage for the student and teaches the skills essential to fulfilling those needs.

315 Mind, Body, and Health (3) Theories and practice of health and healing through the mind/body connection. Emphasis on learning/practicing techniques for health promotion.

316 Minority Health Issues (3) The purpose of this course is to promote discussion and awareness among students regarding the cultural aspects of health issues.

320 Positive Aspects of Aging (3) Describes past, present, and projected information concerning the aging process in normal human development.

325 Stress Management (3) Comprehensive survey of stress concepts, theories, and management techniques. Emphasis is placed on personal application.

330 Health Behavior (3) Individual and group health behavior of children and adults at different levels of wellness and in various settings. Past and current theories of health behavior with methods of application by health professionals will be included.

331 Health Promotion in the Workplace (3) A study of current health promotion efforts and programs for employees and management personnel at the worksite.

333 Alternative and Complementary Medicine (3) Exploration of alternative, complementary, and/or integrative medical systems and healing practices, such as homeopathy, Chinese medicine, herbal medicine, therapeutic touch, from a consumer and personal viewpoint.

335 Botanical Medicine (3) A comprehensive, evidence-based assessment of botanical medicines in health promotion, disease prevention, and symptom management.

341 Chronic and Communicable Diseases (3) A study of the disease process, including causes, effects, and control of selected diseases with an emphasis on disease prevention and health promotion. PREREQ: BIO 259/269.

I Approved interdisciplinary course
◆ This course may be taken again for credit.
D Diverse communities course
W Writing emphasis course

Ⓦ 342 Program Planning and Evaluation (3) Provides an in-depth study of the program planning process and evaluation methods. Needed skills are developed and experience given in writing programs from assessment through evaluation with both hypothetical and real populations. PREREQ: HEA 240, 341.

370 Medical Terminology (1) An introduction to medical terminology using a programmed instruction, self-learning technique. Includes chart format, word parts, pulmonary terminology abbreviations, and an overview of respiratory anatomy.

371 Aspects of Respiratory Therapy I (2) A discussion of topics essential to the provision of comprehensive respiratory therapy. Topics include patient care, CPR, and psychosocial issues.

372 Respiratory Physiology (3) An in-depth study of breathing mechanics, pulmonary circulation, ventilation/perfusion ratios, regulation of ventilation, and gas transport.

373 Bronchopulmonary Hygiene (3) An in-depth study of respiratory care modalities used in the maintenance of bronchopulmonary hygiene, including humidity and aerosol therapy, sustained maximal inspiration, IPPB therapy, chest physical therapy, and airway maintenance.

374 Oxygen Therapy (2) An overview of basic science relevant to respiratory therapy is followed by the study of the manufacture, storage, and transport of medical gases, regulators, and metering devices, oxygen therapy, and oxygen analysis.

375 Cardiopulmonary Diseases (3) A comprehensive study of cardiopulmonary diseases and treatment. Includes pulmonary diagnostic procedures.

376 Aspects of Respiratory Therapy II (2) A continuation of HEA 371. Topics include rehabilitation, home care, administration and organization, respiratory pharmacology, and infection-control techniques.

377 Pharmacology (2) An in-depth study of various drug categories including drug-dose response and principles of absorption, distribution, metabolism, and excretion.

378 Respiratory Technology (3) Study of the equipment utilized in the delivery of respiratory care.

379 Hemodynamics I (3) An in-depth study of monitoring and evaluation techniques including modules on cardiopulmonary physiology, electrocardiographic monitoring, and hemodynamic monitoring. Interpretation and application data is emphasized. Appropriate lab experience is included.

380 Clinical Practice I (6) An introduction to clinical respiratory care consisting of rotations through patient care areas followed by discussion of experiences and correlation to didactic work.

403 Student Teaching: Elementary School (3) Practical classroom experience in teaching health education at the elementary level. PREREQ: Must have full admission status in teacher education certification and completed a minimum of 28 credits of the required health courses including HEA 306.

404 Student Teaching: Middle School (6) Practical classroom experience in teaching health education. PREREQ: Must have full admission status in teacher education certification and completed 34 credits of the required health courses including HEA 306.

405 Student Teaching: Secondary School (6) Practical classroom teaching in health education. PREREQ: Must have full admission status in teacher education certification and completed 34 credits of the required health courses including HEA 306.

408 Dental Hygiene: Field Experience (6) Field experiences for dental hygienists who are working towards certification as public school dental hygienists. PREREQ: EDF 100, EDM 300, EDP 250 and 351, and HEA 306.

410 Mental Health (3) Designed to aid persons in improving their understanding of themselves and others. Emphasis on ways to recognize mental health problems.

419 Research Methods in Health (3) This course will give students an introduction to research issues in the health professions. Students will gain an understanding of the reasons for research, designing research studies, research techniques, principles of instrumentation, data interpretation, and data presentation. PREREQ: Successful completion of a WCU (or equivalent) math course at the 100 level or above.

Ⓦ 420 Health Marketing and Communications (3) The purpose of this course is to prepare students for work experiences as a health educator. Major emphasis will be placed on marketing and health communication strategies. PREREQ: HEA 341, 342, and all required chemistry and biology courses.

421 Public Health Internship (12) A practical, full-time work experience in a hospital, public health agency, or company, jointly supervised by an on-site supervisor and a public health faculty member. PREREQ: HEA 419, 420, and a cumulative GPA of 2.5 or above.

◆ 425 Independent Study (1-3) The student will initiate a health-related research study or project under faculty supervision.

◆ 435 Health Workshop (1-6) Special workshops on contemporary health problems and issues. Topics announced at time of offering.

436 Health Care Delivery: Trends, Challenges, and Opportunities (3) This course will provide an overview of the organization and financing of the current U.S. health care system, the need for reform, and initiatives to meet the health needs of all Americans.

438 Understanding AIDS/HIV Infection (3) Students will learn basic information about the disease process, transmission and risk behaviors, treatment options, and legal and ethical issues surrounding HIV infection. Primary emphasis will address the impact of AIDS/HIV on those with the disease, as well as the psychosocial factors influencing partners, family members, and health care professionals. Societal responses to the AIDS/HIV epidemic also will be interwoven throughout the topics. Course format will include lecture and discussions, viewing of videos, interaction with guest speakers, and individual areas of interest. No prerequisites needed. Open to all majors.

Ⓦ 440 School Health Programs (3) This course provides an overview of comprehensive school health programs. Specific focus is on program development, implementation, and evaluation.

Ⓦ 472 Mechanical Ventilation (3) A comprehensive study of mechanical ventilation, including the physiology of positive pressure breathing, techniques of ventilation, characteristics of commonly used ventilators, and monitoring of the ventilator-patient system.

473 Life Support System (3) An in-depth, comprehensive study of mechanical ventilators and other life support equipment.

474 Pulmonary Function Evaluation (2) A comprehensive study of various pulmonary function evaluation techniques. Includes bronchoscopy and arterial blood gas analysis.

475 Pediatric/Neonatal Respiratory Care (2) A comprehensive study of neonatal and pediatric respiratory care, including fetal lung development, pathophysiology of the neonate and pediatric patient, and related respiratory care procedures.

476 Clinical Practice II (4) An introduction to critical and specialized respiratory care areas followed by discussions and correlation to didactic work.

477 Hemodynamics II (3) An advanced continuation of the topics addressed in HEA 379 hemodynamics I.

Ⓦ 478 Respiratory Therapy Seminar I (3) Includes critical, written analysis, and discussion of pertinent respiratory care literature as well as elements of research relevant to the respiratory care profession. The students culminate their study of respiratory care by designing and implementing a miniresearch project.

479 Clinical Practice III (8) An intensive exposure to critical care and specialized areas of respiratory care. Performance evaluation of therapies and procedures to include mechanical ventilator set-up and evaluation, neonatal ventilator set-up, pulmonary function assessment, arterial line set-up, and arterial line blood withdrawal.

NUTRITION AND DIETETICS

Symbols: NTD, NTL

Ⓓ 200 Nutrition and Culture (3) This course will examine the relationship of food and nutrition to multicultural practices, origins of traditional food preparation, contemporary consumption habits, and disease incidence among the majority and minority populations within the United States.

205 Principles of Food Selection and Preparation (3) Nutritionally based study of the basic principles of food selection and preparation with an emphasis on food safety. Comparative study and integration of convenience food and traditionally prepared food. COREQ: NTL 205.

NTL 205 Principles of Food Selection and Preparation Laboratory (2) Nutritionally based experience. Planning and preparation of convenience and traditionally prepared food. PREREQ or COREQ: NTD 205.

301 Consumer Nutrition (3) Consumer approach to the roles foods and nutrition play in improving the quality of our lives - socially, physically, mentally, and emotionally.

302 Vegetarian Nutrition (3) This course will apply basic human nutrition principles to plant-based dietary approaches, addressing both the health-promoting aspects of vegetarianism and concerns about nutritional adequacy at all stages of the life cycle. A variety of vegetarian food preparation methods will be demonstrated and students will participate in meal planning as well as taste-testing recipes.

303 Introductory Principles of Human Nutrition (3) Practical approach to the role nutrition and dietetics play in improving the quality of our lives - socially, physically, mentally, and emotionally. Dispelling of fads and fallacies.

309 Nutrition Through the Life Cycle (3) A study of nutritional needs and dietary concerns of people from conception to old age. PREREQ: NTD 303.

311 Current Topics in Dietetics (2) This course addresses timely and current topics in dietetics in an evidence-based way. Different topics are covered as they have current relevancy. PREREQ: NTD 309.

312 Food Science (3) A study of the chemical, physical, and biological characteristics of food and the effects that processing, storage, and preservation has on its structure, composition, palatability, and nutritive value. Sensory evaluation techniques and application of the scientific method are integral to the course. PREREQ: CHE 230 (C or better); NTD/NTL 205; NTD 303.

Ⓦ Writing emphasis course

◆ This course may be taken again for credit.

Ⓓ Diverse communities course

314 Quantity Food Production (5) A basic course in quantity food production. Emphasis is placed on the essentials of operating a foodservice facility – menu planning, purchasing, storage, issuing, food production, service, distribution, and quality control. Includes two credit hours of quantity foods laboratory. PREREQ: NTD 205.

320 Strategies in Dietetics Education (3) Practical study of theories of teaching and learning, health behavior change, program planning, and educational strategies as they relate to the field of dietetics. Presentation preparation and delivery will also be covered. PREREQ: NTD 309.

409 Professional Skills in Dietetics (3) A focus on the development of nutrition counseling and communication/media technology skills. An appreciation of multiculturalism will be promoted. A familiarization with dietetics-related professional organizations, graduate school opportunities, and dietetic internships will be provided. Assistance with the dietetic internship and graduate school application process will be given. PREREQ: NTD 309.

410 Quantity Food Production (3) A basic course in quantity food production. Emphasis is placed on the essentials of operating a foodservice facility – menu planning, purchasing, storage, issuing, food production, service, distribution, quality control, and food safety. PREREQ: BIO 100 and 204 (C- or better), and NTD/NTL 205.

411 Advanced Human Nutrition I (3) In-depth examination of the digestion, transport, and metabolism of carbohydrates, lipids, and proteins. Special emphasis is placed on metabolic interrelationships and hormonal control of the three processes mentioned above. PREREQ: BIO 100, 259, 269 (C- or better); CHE 230 and 310 (C grade or better); NTD 309.

412 Advanced Human Nutrition II (3) In-depth examination of the digestion, transport, and metabolism of vitamins, minerals, and water. Special emphasis is placed on digestive and metabolic interrelationships and hormonal control. PREREQ: NTD 411 or concurrent.

413 Medical Nutrition Therapy I (3) This course covers nutritional assessment, drug-nutrient interactions, nutritional therapy in diseases of infancy and childhood, gastrointestinal diseases, diseases of the liver and gallbladder, and surgery. PREREQ: NTD 412.

414 Medical Nutrition Therapy II (3) This course covers nutritional therapy in coronary heart disease and hypertension, diabetes mellitus, renal disease, cancer, and disabling diseases. PREREQ: NTD 412.

415 Community Nutrition (3) A study of the community nutrition programs and services at all levels of development. Course covers nutrition program planning, implementation, and evaluation; socioeconomic and cultural context of programs and services; an examination of the political and legislative process as it relates to nutrition legislation; and the role of the community nutritionist. PREREQ: NTD 320.

416 Foodservice and Nutrition Systems Management (3) A study of the organization and administration of foodservice systems and the functions and responsibilities specific to management: decision making, planning, organizing, staffing, leading, and controlling. Management of human resources, food, materials, capital, facilities, and markets as related to various hospitality systems will be examined. PREREQ: NTD 410.

417 Foodservice and Nutrition Systems Management II (3) A study of the organization and administration of foodservice and nutrition systems as well as the functions and responsibilities specific to management; controlling facilities, budgeting, facilities planning and design, buying and installing foodservice equipment, and marketing. Management of human resources, food, materials, capital, facilities, and markets as related to various hospitality systems will be examined. PREREQ: NTD 410.

420 Perspectives on Obesity (3) This course explores the prevalence, origins, assessment, treatments, policy issues, and preventive strategies relative to obesity. Eating disorders are introduced with special emphasis on binge eating.

422 Nutrition for Health, Fitness, and Sport (3) Study of nutrition and its effects on health, development, and performance; sound nutrition guidelines for optimal health and physical performance; energy and energy pathways as keys to physical activity; nutrients relative to health and physical performance; dining away from home; substances proposed to enhance performance; body composition and weight control. PREREQ: NTD 303 or permission of instructor.

◆ **435 Nutrition Workshop (3)** Special workshops on contemporary nutrition and dietetics-related problems and issues. Topics announced at time of offering.

◆ This course may be taken again for credit.

Department of History

506 Main Hall
610-436-2201
Wayne Hanley, *Chairperson*

PROFESSORS: Boes, Davidson, Friedman, Hardy, Hewitt, Jones, Kirschenbaum

ASSOCIATE PROFESSORS: Chien, Gedge, Hanley, Legg, Thames-Taylor

ASSISTANT PROFESSORS: Gimber, Fournier, Malkin-Fontecchio

The student of history seeks to re-create the past (or, more precisely, as much of it as possible) in a rational manner, not only to explain and understand the past for its own sake, but also to identify our age with earlier times. The student is concerned with the origins, development, and relationships between past people and events and, from the multiplicity of credible and sometimes conflicting evidence, renders judgments on causation and consequences. He or she seeks to achieve a sense of the past. Among the careers open to history majors are the law, government service, teaching, research, journalism, and business. Indeed, a strong preparation in history can lead to possibilities in virtually every field of endeavor.

BACHELOR OF ARTS — HISTORY

120 semester hours

1. General ed. requirements, see pages 38–44 — 48 semester hours
2. Language requirement — 0-12 semester hours
3. Required history courses — 15 semester hours
   HIS 101, HIS 102, HIS 151, HIS 152, HIS 300
4. History concentrations — 24 semester hours
   Students choose one of three concentrations.

   American history concentration

United States history	9 semester hours
European history	6 semester hours
World/regional history	6 semester hours
HIS 400 seminar	3 semester hours

   European history concentration

European history	9 semester hours
United States history	6 semester hours
World/regional history	6 semester hours
HIS 400 seminar	3 semester hours

   World/regional history concentration

World/regional history	9 semester hours
European history	6 semester hours
United States history	6 semester hours
HIS 400 seminar	3 semester hours

   United States history courses:
   HIS 329, 343, 344, 352, 356, 357, 358, 360, 361, 362, 364, 365, 366, 367, 368, 369, 370, 371, 373, 376, 380, 390, 399, 445, 450, 451, 455, 458, 460, 462, 474, 480

   European history courses:
   HIS 318, 319, 320, 321, 322, 323, 324, 328, 329, 330, 331, 332, 333, 390, 398, 415, 416, 417, 420, 421, 422, 423, 424, 425, 427, 428, 435, 445, 450, 458, 460, 480

   World/regional courses:
   HIS 301, 302, 305, 306, 308, 311, 312, 314, 315, 316, 317, 318, 348, 349, 375, 380, 390, 397, 406, 407, 411, 412, 415, 424, 445, 450, 458, 460, 480
5. Cognate courses — 9 semester hours
   Under advisement, students take three courses in at least two disciplines related to history (such as American studies, anthropology, art history, economics, geography, literature, music, history, philosophy, political science, psychology, sociology, and women's studies). These courses are in addition to those taken to fulfill general education requirements.

6. Additional free electives to complete 120 semester hours
Students in the bachelor of arts in history program can complete an elective course of studies that will lead to social studies teacher certification. See department adviser for details.

ELECTIVE SOCIAL STUDIES TEACHER CERTIFICATION PROGRAM

The program of study is designed to assure that prospective social studies teachers possess the knowledge, capabilities, and dispositions associated with the concepts, tools of inquiry, and structures of the disciplines that make up social studies education, and that they are able to create learning experiences which make these aspects of the subject matter meaningful for learners. The course of study emphasizes ten thematic strands:

- Culture and cultural diversity
- Time, continuity, and change
- People, places, and environment
- Individuals, groups, and institutions
- Power, authority, and government
- Production, distribution, and consumption
- Science, technology, and society
- Global connections
- Civic ideals and practices
- Individual development and identity

Program of Study

Students interested in teaching social studies in secondary schools may pursue a bachelor of arts in history while earning state certification in social studies. West Chester University's program, which requires up to 132 semester hours, is accredited by the Pennsylvania Department of Education, the National Council for the Social Studies, and the National Council for Accreditation of Teacher Education.

Requirements

1. General ed. requirements, see pages 38–44 48 semester hours
2. Professional education 36 semester hours
EDP 250, EDA 103 and 303, EDR 347, EDM 349, EDP 355, LAN/ENG 382, EDS 306, SSC 331, EDS 411 and 412
3. History requirement
See above, bachelor of arts – history
Required: HIS 444 (as a U.S. history course)
4. Language requirement 0–12 semester hours
5. Cognate courses (selected under advisement) 9 semester hours
6. Elective (selected under advisement)
This is an elective program that is pursued in conjunction with the bachelor of arts in history. Close advisement is required. NOTE: Some of the above courses meet two requirements.
7. Satisfy University and department requirements for admission to teacher education. See the "Teacher Certification Programs" section of this catalog for an explanation of related requirements.
8. Satisfy University and Pennsylvania Department of Education requirements to complete certification, see pages 161-163.

History Minor

18 semester hours

Students may obtain minor recognition on their transcript so that their concentrated choice of free electives will be recognized.

1. Required courses 6 semester hours
One course between HIS 101 or 102; and one course among HIS 150, 151, or 152
2. Electives 12 semester hours
Choose under advisement four 300- and/or 400-level courses from three groups: United States, European, World/Regional History (six semester hours in one group; three semester hours in each of the others)

This minor may be taken as one of the minors in the bachelor of arts or bachelor of science in liberal studies general degree program.

COURSE DESCRIPTIONS
HISTORY

Symbol: HIS unless otherwise shown

101 History of Civilization I (3) Cultural elements and social institutions in the West and the East from earliest times through the Renaissance.

102 History of Civilization II (3) Developments in civilizations from 1500 to the present, with emphasis on Western civilization and its interrelationships with the non-Western world.

150 The American Experience (3) The history of the United States, with emphasis on major themes, ideas, and developments – nationalism, sectionalism, imperialism, industrialism, and others.

151 History of United States I (3) The social, economic, political, and intellectual development of the United States from the beginning of the Colonial period through Reconstruction.

152 History of United States II (3) A comprehensive history of the United States from 1865 to the present, examining the economic, political, and cultural development of American society, and the evolution of American foreign policy.

M W 300 Varieties of History (3) Historical research techniques. Methodology, historiography, and varieties of history. Required of all history majors. PREREQ: Two 100-level HIS courses.

301 History of South Asia (3) A historical study of developments on the Indian subcontinent (India and Pakistan), the course also considers those areas of Southeast Asia (Burma and Thailand) that have been traditionally influenced by the course of Indian events.

I 302 Modern India (3) Social, religious, and cultural underpinnings of modern India against a backdrop of the subcontinent's chronological development. Hindu and Muslim traditions discussed in terms of their own social, religious, and historical dynamics and as examples of complexities of national integration.

305 Modern China (3) Survey of the historical and cultural background of China. Emphasis is given to the significance of China's modern period and its impact on world affairs.

I 306 Chinese Civilization (3) Study of dominant cultural, philosophical, and historical patterns that have influenced the development of China as it is today and the traditional way in which Chinese approach their own history.

I 308 Introduction to the Islamic World (3) Study of the religio-cultural heritage of the Islamic world against a historical background. Selected areas of Middle, South, and Southeast Asia will be utilized to illustrate the flowering of Islamic arts, architecture, and poetry. Includes geography component.

311 History of Africa to 1875 (3) A survey of African history to 1875, providing regional coverage of the entire continent, and an examination of African oral traditions.

312 History of Africa Since 1875 (3) A survey of African history since 1875, focusing on European colonialism, African resistance, and contemporary developments.

314 Latin American Women's History (3) Examines Latin American women 1500 – present. Focuses on intersections of class, race, and gender; relations between private and public spheres; changing women's experiences over time.

F 315 Colonial Latin America (3) Pre-Columbian period, colonial Latin America, and movements for independence; Indian, European, and African backgrounds; government, economy, society, religion, culture, and enlightenment. Interaction of diverse cultures in the New World.

F 316 Modern Latin America (3) Latin America in the 19th and 20th centuries; liberalism, conservatism, dictatorship, revolution, socialism, industrialization, agrarian reform, cultural-intellectual achievements, and international relations. Topical approach, using individual countries as case history illustrations.

F 317 History of Mexico (3) Mexico from Pre-Columbian period to present, including civilizations of Mayas and Aztecs, Spanish conquest, Colonial period, movement for independence era of Santa Ana, La Reforma, Diaz dictatorship, Mexican Revolution, cultural-intellectual achievements, international relations, and modernization of Mexico since the Revolution.

F 318 The Ancient World (3) Classical Greece and Rome with consideration of economic, social, intellectual, and political history. Selected writings of the ancients.

F 319 Medieval Europe (3) Western Europe from the fall of Rome to approximately 1300. Economic, social, political, and intellectual developments in the major kingdoms of the West; the history of the Universal Church.

320 Renaissance and Reformation (3) Political, economic, social, and cultural forces that emerged in Europe from 1300 to 1650. The evolution of modern states and the rise of the middle class.

M Majors only
W Writing emphasis course
I Approved interdisciplinary course
F Culture cluster

321 Everyday Life in Early Modern Europe (3) An examination of the daily lives of Europeans of various social backgrounds from the 15th to 18th centuries. Topics will include dress, diet, recreation, labor, and medicine.

322 Family and Women in Europe: Renaissance to Industrial Revolution (3) Focuses on private and public aspects of the family in various European countries, and the role and everyday life of women of diverse social backgrounds. Special attention is given to changes over time.

F I 323 Austrian Civilization (3) An interdisciplinary study of Austrian civilization, 1848–1938. Emphasis is placed on fin-de-siecle Vienna, not only as its pivotal role in Austrian culture but also as a testing ground for modernism in the West.

F 324 Imperial Russia (3) Russian history from Peter the Great to the February revolution of 1917. Emphasis on issues of modernity and ethnic identity.

F 328 The French Revolution and Napoleon (3) A study of key social, political, and cultural themes of the French Revolution from its origins during the *ancien régime* to the fall of Napoleon Bonaparte.

329 Gender and Peace (3) Examination of the ways in which social constructions of gender intersect with perceptions of war and peace.

F 330 Conflicts in Modern Europe (3) Power politics in Europe; alliances and counteralliances; imperialism; First World War and Versailles peace settlements; emergence of totalitarian ideologies.

331 20th-Century Europe (3) European fascism and communism; totalitarianism confronts liberalism; interaction between domestic politics and foreign policy; polarization of European politics; disintegration of the political institutions of the traditional state.

332 The Holocaust (3) Focuses on ethnic, nationalistic, economic, and religious causes of the Holocaust, including 20th-century Nazism, racism, and anti-Semitism; study of the Nuremburg trials.

333 European Economic History (3) European demographic and technological change; trade unions; agriculture; trade; the entrepreneur; distribution of income and welfare from the 10th century to the present.

343 Colonial America (3) Examination of the colonial experience of Europeans in the parts of America that became the United States, from Columbus's voyage in 1492 to the eve of the Revolutionary War.

344 History of Pennsylvania (3) The founding and development of Pennsylvania from its Colonial beginnings to the present with emphasis on the relation of the past to the present.

F 348 The Bible in History (3) The Bible as a historical record. From the Pentateuch through the prophetic literature, the Apocrypha, the Pseudepigrapha, and the Dead Sea Scrolls to the New Testament. Historical records of the ancient Near Eastern civilizations will be compared with Biblical sources.

349 The Jew in History (3) Review of the 4,000 years and five civilizations that have welcomed the Jewish people. Emphasis on the Jews in contemporary society.

352 Modern American Military History (3) The role of the American military in shaping the course of the nation in the 20th century.

356 U.S. Environmental History (3) An examination of the transformation of the American landscape, the history of American environmental policy, and the development of today's environmental crisis.

357 Diplomatic History of the United States (3) The theory and practice of American diplomacy from Colonial times to the present with emphasis on the 20th century.

358 Economic History of the United States (3) The economic development of the American nation as it evolved from a frontier, agricultural country into an urban, industrial power.

360 Technology and American Life (3) Promises and practices of American life in response to the interaction of American forms, values, and scientific-technological change from the Colonial period to the present.

361 Constitutional History of the United States (3) The development of the Constitution of the United States from the Philadelphia convention to the present with emphasis on major Supreme Court decisions.

D 362 Violence in America (3) A study of violence in American society as an instrument of change and a method of social control.

364 U.S. Urban History (3) A survey of the rise of the American city from early Philadelphia to the modern metropolis. The recurring themes of growth, immigration, social mobility, city politics, city planning, urbanism, and suburbanism.

365 Popular Culture in 20th-Century America (3) An examination of the rise of American mass consumer culture, commercialization of leisure, development of the mass media, and redefinition of normal and deviant behaviors.

W 366 The Turbulent '60s (3) Examination of the stress and conflict in American politics, arts, literature, and society of the 1960s.

367 American Material Culture (3) An interdisciplinary study of American civilization through the examination of its built environment and crafted and manufactured artifacts from the colonial period to the mid-20th century.

368 Gay America (3) Encompasses four hundred years of gay and lesbian history, culture, and politics, from colonial settlers and Native American cultures to the present with emphasis on the 20th century.

369 American West (3) Exploration of the historical and mythical American West, from pre-Columbian America to the present.

370 American Indians (3) A survey of Indian civilization on the continent of North America and the confrontation of this civilization with white culture.

371 Manhood in America (3) Examines American manhood from 1600 – present. Focuses on intersections of class, race, and gender; relations between private and public spheres; changing men's experiences over time.

D 373 African-American History (3) A survey of African-American history from 15th century West Africa to the present that focuses on the evolution of African-American culture and identity, and the struggle for freedom and racial equality.

375 A History of the Arab-Israeli Conflict (3) This course will examine the history of the Arab-Israeli conflict and the factors that both encourage and impede resolution. Consideration will also be given to the history of the U.S. involvement in the conflict.

376 American History at the Movies (3) Examines the relationship between academic scholarship and the presentation of American history in film.

378 Revolutionary America (3) This is a cultural, military, and social history of the Revolutionary Era. It covers a period of time from the mid-18th century through the formation and ratification of the federal constitution and the adoption of the Bill of Rights.

380 The History of U.S. Involvement in the Middle East (3) Examines U.S. involvement in the Middle East in the 19th and 20th centuries. Consideration will be given to religious, economic, and diplomatic activities as well as involvement in the Arab-Israeli conflict.

390 Historical Controversy on the World-Wide Web (3) Students evaluate Web presentations of a major historical controversy. PREREQ: One University-level history course, preferably HIS 102.

◆ 397 Topics in World History (3) Topics may vary each semester. Emphasis on student research and discussions.

◆ 398 Topics in European History (3) Topics may vary each semester. Emphasis on student research and discussions.

◆ 399 Topics in U.S. History (3) Topics may vary each semester. Emphasis on student research and discussions.

M 400 Seminar (3) In-depth research, study, and discussion of a selected historical topic. Topics will vary. Recommended for seniors. PREREQ: HIS 300.

406 20th-Century Japan (3) The course deals with Japan's role in Asian and world affairs from the Meiji Restoration of 1868 through the World War II period. Concludes with an assessment of Japan's post-World War II role as an economic power positioned to re-emerge as a major political entity.

407 History of Brazil (3) A general survey of Brazil from 1500 to the present. Emphasis will be placed on economic and political issues, slavery and race relations, literature, and current ecological problems relative to the Amazon Basin.

◆ 410 Independent Studies in History (1-3) Research projects, reports, and readings in history. Open to seniors only. PREREQ: Permission of department chairperson.

411 Middle East to 1700 (3) The historical evolution of the Middle East from just before the time of Muhammad until 1700. The course seeks to promote an understanding of the nature and rise of the religion of Islam, the spread of Islamic civilization, and the evolution of the Arab and Ottoman empires.

412 Middle East Since 1600 (3) The historical evolution of the Middle East from 1600 to the present. The course seeks to promote a historically sound understanding of the conflicts and differences between Western and Middle Eastern societies, as well as the continuing interplay of secular and religious forces in the history of the region.

D 415 Science in History (3) This course offers an introduction to the historical evolution of modern science. Emphasis is placed on the life and achievements of noted scientists against the backdrop of their time and culture. Consideration is also given to the impact of developing science on the shaping of Western values.

416 Crime and Punishment in Europe, 1450-1789 (3) Focuses on the historical development of criminal law, criminalization processes, court procedures, the use of judicial torture, crime rates, personal characteristics of the sentenced criminals, and the punishments they received.

417 Outcasts in Early Modern Europe (3) This course focuses on the lives of Jews, Gypsies, gays, and slaves in Europe during the 1450-1750 period.

F W 420 Biography of Modern European Women (3) A discussion of biography as a form of historical writing and writing about women.

421 History of England to 1688 (3) The British people and their mores, institutions, and achievements from the earliest times to the Glorious Revolution.

F Culture cluster
I Approved interdisciplinary course
D Diverse communities course
W Writing emphasis course
◆ This course may be taken again for credit.
M Majors only

422 History of England Since 1688 (3) England as a world leader during the Commercial and Industrial revolutions, the evolution of the democratic process, and the emergence of liberalism followed by the democratic welfare state.

F **423 Modern Germany (3)** Germany in the 19th and 20th centuries: Napoleonic era, rise of Prussia, nationalism and unification, imperialism and World War I, National Socialism, World War II, and divided Germany.

424 World Communism (3) This course examines the history of communism. It traces the origins and development of Marxist theories of inequality, as well as the sometimes tragic efforts to put Marxist theory into practice in, among other places, Russia, China, and Cuba. Particular attention is paid to the choices and commitments of individual communists. What visions of a new world motivated communists? What solutions to class, gender, and racial inequalities did they propose? Why was their idealism so often twisted into carnage?

F **425 20th-Century Russia (3)** Its rise and fall in light of traditional Russian patterns and the communist experiment.

F **427 Modern France: 1789 to Present (3)** A survey of modern France from the Revolutionary era through the turbulent 19th century to the post-World War II recovery. Major themes include the social cultural political, and economic aspects of modern and contemporary France.

428 History of Spain (3) Focuses on political, religious, economic, and social aspects of Spain from the Roman period to the present. Special attention is given to the "Reconquista spirit" and the Spanish civil war.

F **435 European Intellectual History Since 1800 (3)** A cultural history of ideas in 19th- and early 20th-century Europe.

440 Jewish History (3) This course traces the history of the Jews in the United States from the earliest communities of the 17th century to the present. Topics will include Jews in the American colonies, Jewish immigration in the 19th century, anti-Semitism, Zionism, Jewish labor movements, the growth of Reform, Conservative, and Orthodox Judaism, and the impact of the Holocaust and Israel.

445 Oral History (3) Students select, design, and carry out a project of original historical research, recording broadcast-quality oral history interviews with elderly informants.

◆ **450 Internship in History (1-3)**

J W **451 Women in America (3)** American women's daily routines, social roles, and search for rights and identity since Colonial days. Recent goals, values, and conflicts.

455 American Intellectual History (3) Political and economic thought, theology, science, philosophy, and literature.

458 History of the Cold War (3) Origins and evolution of the Cold War with emphasis on the rationale for, and objectives of, American foreign policy since 1945. Includes an examination of the historical interpretations of the era.

460 Field Studies in History (3) A fully supervised learning experience designed to expose students to the culture, artifacts, and research facilities of a given country or area.

462 Social and Cultural History of the United States (3) The evolution of American society with emphasis on the impact of improving material conditions in labor, the arts, education, religion, social mores, and family life. The changing status of women, blacks, and immigrants.

474 American Religions (3) The changes of American religion from the Pilgrims of New England to the cults of California.

480 Computer Applications in Historical Research (3) Methods of historical research and analysis based on the use of personal computers.

F Culture cluster
◆ This course may be taken again for credit.
J Diverse communities course
W Writing emphasis course

Honors College

703 S. High Street
610-436-2996
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Kevin W. Dean, *Director*
Elizabeth M. Nollen, *Assistant Director*
Donna Carney, *Administrative Assistant and Bonner Leaders Coordinator*

HONORS COUNCIL

Hannah Ashley, *English*
R. Lorraine Bernotsky, *Political Science*
Idna Corbett, *Dean, Undergraduate Studies and Student Support Services*
Diane Devestern, *Student Affairs*
Marsha Haug, *Admissions*
John Helion, *Kinesiology*
Mark Hickman, *Communication Studies*
Michael Jendzurski, *Student Representative, Kinesiology*
Nyia Lacey, *Communication Studies*
Peter Loedel, *Political Science*
Lisa Marano, *Mathematics*
Paul Morgan, *Professional and Secondary Education*
Christian Penney, *Professional and Secondary Education*
Denise Polk, *Communication Studies*
Ruth Porritt, *Philosophy*
Frauke Schnell, *Political Science*
Leigh Shaffer, *Sociology (Emeriti)*
Stacey Snyder, *Student Representative, English*
Victoria Tischio, *English*
Donna Usher, *Art*

Program Design

The Honors College believes that an honors education should instill in students the desire to be active, contributing members of their societies. The college's mission is summarized best in its motto: "To be honorable is to serve."

The Honors College aims to provide an inviting environment for academically gifted and highly motivated students to interact and form a learning community of peers, faculty, administrators, and staff that will challenge and enrich the students' college experience. Grounded in the liberal arts tradition, the Honors College seeks cross-disciplinary connections in order to develop students' natural intellectual abilities and to challenge them to employ those gifts on behalf of the larger community. For this reason, the West Chester University Honors College considers "honors" to be more than a matter of strong grades; it implies a decision to use knowledge as an active problem solver in both the campus community and in the world. To that end, the Honors College seeks to build character and foster a commitment to life-long learning that prepares leaders for the 21st century. The Honors Council, composed of representative faculty, staff, and students, assists the director in formulating and making recommendations about the college. Qualified students may participate in honors through one of three tracks: entering freshmen, honors seminar program, and the undergraduate certificate program in leadership and civic engagement.

Honors College membership comprises students with outstanding achievements in scholarship, community service, the arts, and/or leadership. Membership in honors is highly competitive with a maximum of 40 seats open to entering freshmen each fall. Current membership includes students from 39 different academic majors. Incoming freshmen are invited to apply to the college if they have a minimum 1200 SAT (combined math and verbal score) and a combination of the following: a) minimum high school GPA of 3.5; b) top 20 percent of their graduating class; c) a record of achievement in high school honors/AP courses. Candidates are reviewed and selected on the basis of commitment to service, leadership potential, and fit with the college's philosophy. Currently enrolled students, who have a cumulative grade point average of 3.25 or higher, may apply for membership through the Honors College Office. Honors seminars at the 350/450 level are open

to all students with a minimum of 3.25 GPA.

Membership in the Honors College enables students to enhance their strengths through a specially designed 27-hour core of cross-disciplinary courses that, with an additional mathematics or science course, meet general education requirements for honors students. Cross-disciplinary means that all courses in the core contain information drawn from a minimum of two academic disciplines. The honors core incorporates 100-, 200-, and 300-level courses. The three courses at the 100/200 level, completed during the student's first year in the college, focus on personal development, including physical and psychological well being, communication, and ethics and morality in a technological age. Courses at the 300 level, completed by the middle of the student's third year, build upon the learner's knowledge of self and address broader perspectives of community and social change. Learners study significant historical and contemporary figures, literary works, and the context in which they helped model society. Students become aware of the economic realities that impact change and discover how educational and political structure, science, and the fine arts influence society. Honors certification is awarded upon completion of the core 27 hours, two upper-level, cross-disciplinary honors seminars, and a capstone project. Students completing the full honors curriculum receive designation on their University transcript and the right to wear a medallion of achievement at commencement. Recognition at commencement is based on the student's academic record as of the completed semester prior to commencement.

In order to be in good standing with the Honors College, students must maintain a 3.25 cumulative GPA, be active in a minimum of one campus co-curricular activity, and regularly register for the sequence of honors core courses and seminars. Failure to maintain these requirements will cause the student to be placed on probation from honors and may lead to his or her dismissal from the college.

College probation and dismissal follow these procedures: Once a student in the Honors College has earned 31 credit hours, his or her cumulative GPA will be reviewed. If the student's average is below a 3.0, the student will be dropped from the Honors College. If a student's average is below a 3.25 but not below a 3.0, the student will be placed on Honors College probation for two semesters, during which time the student is expected to raise his or her cumulative GPA to a 3.25. If at the end of the two semesters the cumulative GPA is not a 3.25 or higher, the student will be dismissed from the college. Students also may be placed on probation if they are not actively participating in a minimum of one campus co-curricular activity or if they are not regularly registering for and completing the sequence of honors core courses and seminars. No student will be eligible for honors transcript recognition without maintaining a 3.25 cumulative GPA upon completion of the Honors College's required elements. A minimum grade of C+ must be earned in all honors course work that is counted towards graduation.

Students dismissed from the Honors College may seek reinstatement by contacting the college's director. Students may appeal the dismissal or probationary action for extraordinary circumstances by contacting the honors director who will take the appeal before the Honors Council for final decision. Any student who is dismissed from honors or voluntarily chooses to leave the college may not seek admission to the seminar certificate program.

Specially designated honors housing exists in Allegheny Hall. Two students reside in a room that is air conditioned and has shower and toilet facilities. The honors floor features a designated lounge and technology center.

An intentional focus on leadership in a global community is evident by a continuing partnership in South Africa. A seminar-based research/service course, incorporating international travel, ideally occurs in spring of even numbered years. A leadership theories course, offered each fall, draws lessons from the South Africa transformations from apartheid to democracy.

Honors Seminar Certificate Program. Students who have earned a minimum of 30 credits and a minimum 3.25 cumulative GPA may apply for the honors seminar program, which affords all benefits of full Honors College membership. To receive transcript recognition, students need to complete a minimum of 12 hours of honors course work at the 350/450 level and demonstrate active contributions and service to co-curricular elements of the campus community. A minimum grade of C+ must be earned in all honors course work. A minimum of two 350-level or above courses is offered each semester. These seminar offerings are interdisciplinary with writing emphasis and have no prerequisites. Students may petition, on special circumstances, to substitute an HON 450-level independent study for three hours of credit.

Undergraduate Certificate Program in Leadership and Civic Engagement (15 semester hours). This certificate program is another opportunity for academically motivated students to engage in the study of leadership issues related to civic need and social action. Through curricular and co-curricular activities, students will sharpen their skill and practice in communication, leadership development, global awareness, recognition of diversity, and community service. Upon completion of the certificate requirements, students will receive certificate recognition on their official University transcript.

The certificate program is open to students who have completed a minimum of 12 hours of University-level course work and have earned a minimum cumulative GPA of 3.00. Students seeking admission must also demonstrate a record of commitment to community service and leadership and must have initiated a WCU co-curricular portfolio. Admission is rolling and applications, obtained through the Honors College Office, are accepted at any time.

The Bonner AmeriCorps Leaders Program. Honors students who have successfully completed their first year in the program may qualify for a Bonner AmeriCorps service-learning scholarship. An education voucher of $1,000 will be awarded to students who verify 300 hours of community service during a calendar year. After the successful completion of an initial year, students may be eligible for a second scholarship opportunity. Applications are available in the Honors College Office.

COURSE DESCRIPTIONS
HONORS PROGRAM

Symbol: HON

100 Self-Awareness and Development (3) Focus on methods individuals use to develop skills in the physical, cognitive, emotional, and social aspect of life. A holistic approach to both physical and mental aspects will be addressed. Methods for enhancement and maintenance of strengths will be discussed as well as approaches to risk taking.

211 Decision Making and Public Discourse (3) Examination of the role of ethical dialogue and debate in public policy making of rotating topics such as the environment or health care. Emphasis on logic and critical thinking as key roles in identifying problems, devising solutions, and evaluating proposed policies. Consistent with the emphasis on the public forum, students will develop public speaking and critical listening skills.

212 Ethics and Moral Choice in a Technological Age (3) Approaches to ethical recommendation and moral decision-making processes. Engagement of the scientific approach by using case studies from genetics, ecology, physics, chemistry, and computer science to allow students to confront ways traditional views of ethics and moral decision making apply to a contemporary world.

310 Theories and Strategies of Community Change (3) Spectrum of approaches to social change and significant figures who make these changes possible. Works of historical and sociological literature, including biographies and autobiographies of key figures, will be identified as a basis for observation of how thinkers of the past identified key issues and articulated solutions to those problems.

311 Stewardship and Civic Responsibility (3) Foundations of market and nonmarket economies as they relate to good stewardship and civic responsibility. Fusing literature and economics, the values and limitations of market capitalism and command socialism will be addressed.

312 Educational Systems and Social Influence (3) An introduction to philosophy, history, and sociology of American education. The evolution of he school as an institution in a democratic society; its relationships to issues dealing with race, class, gender and ethnicity; the geographical implications the school has for the community and vice versa; the degree to which school should and/or can serve as agents for social change.

313 American Government, Democracy, and Public Opinion (3) Influence of the role of public opinion in a democracy by examination of how individuals form their opinions and how those opin-

D Diverse communities course

ions influence government and public policy making. Such areas as government structure, political thought, and sociologic and geographic influences will be covered.

314 Science, Technology, and Environmental Systems (3) Impact of technology and the environment as forces of influence on communities. The lab course will combine a historical overview with a contemporary focus on ways the science community is developing and regulating ideas for the future. Laboratory field experiences will involve data collection and observation in a variety of environmental contexts (2,3).

315 Community and the Arts (3) Investigation of the arts as agents of social change and influence. Significant historical and contemporary works from art, dance, music, and theatre will be identified for case analysis.

I 320 Global Issues (3) Special topics involving study at an international location. Subject matter rotates and is determined by the honors director and the Honors Council through competitive submission from University faculty.

322 Leadership with ELL's in the Classroom and Community (3) The study of issues, leadership challenges, and strategies for the effective teaching of English Language Learners (ELL's) in PreK-12 classrooms and for effective communicating with ELL's in the community.

340 Professional Leadership (1) Research, creative project, reports, and readings in preparation for postundergraduate experiences such as graduate or professional schools, fellowships, and assistantships. Junior standing. May not be used towards seminar requirements for honors or seminar certificate programs. Honors College members or permission of the honors director.

◆341 Civic Engagement (1) Group processing, reflection, and assessment of service-learning projects related to the Bonner Leaders Program and/or approved civic engagement project. Sophomore standing. May be taken for four semesters. May not be used towards seminar requirements for honors or seminar certificate programs. Permission of the honors director.

◆ I W 351 Honors Seminar (3) First of two special topics offered fall semester. Subject matter rotates and is determined by the honors director and the Honors Council through competitive submission from University faculty. Seminars are designed to be interdisciplinary and to have a writing emphasis.

◆ I W 352 Seminar (3) First of two special topics offered spring semester. Subject matter rotates and is determined by the honors director and the Honors Council through competitive submission from University faculty. Seminars are designed to be interdisciplinary and to have a writing emphasis.

◆ I W 381 Symposium in Arts and Humanities (3) Investigation of leadership issues as they are found within special topics in the arts and humanities.

◆ I W 382 Symposium in Social and Behavioral Sciences (3) Investigation of leadership issues as they are found within special topics in the social and behavioral sciences.

◆ I W 383 Symposium in the Sciences (3) Investigation of leadership issues as they are found within special topics in the sciences.

◆ 399 Directed Studies (1-3) Research, creative projects, reports, and reading in relationship to leadership development and civic engagement. Sophomore standing. Permission of the honors director.

◆ I W 451 Honors Seminar (3) Second of two special topics offered fall semester. Subject matter rotates and is determined by the honors director and the Honors Council through competitive submission from University faculty. Seminars are designed to be interdisciplinary and to have a writing emphasis.

◆ I W 452 Honors Seminar (3) Second of two special topics offered spring semester. Subject matter rotates and is determined by the honors director and the Honors Council through competitive submission from University faculty. Seminars are designed to be interdisciplinary and to have a writing emphasis.

480 Senior Project (3) Students identify and/or investigate a topic for in-depth study that involves a cross-disciplinary inquiry approach.

490 Capstone Project (3) Students will identify and investigate a problem in a community business, nonprofit agency, or research laboratory, and then work to solve the problem. Students will be expected to play an active role in the problem-solving effort and contribute a minimum of ten hours each week to help solve the problem. Students will seek interaction with the CEO, senior officer(s), and/or senior investigators of the business, agency, or laboratory, who will serve as leader models for student study. While projects are generally completed in the senior year, students may register for this course upon completion of the 27-hour core or by special permission of the Honors College director.

I Approved interdisciplinary course
◆ This course may be taken again for credit.
W Writing emphasis course

Interdisciplinary Programs

West Chester University offers two interdisciplinary programs leading to a bachelor of arts degree:

American Studies
Women's and Gender Studies

West Chester University also offers five interdisciplinary programs leading to transcript recognition:

Ethnic Studies
Latin American Studies
Linguistics
Peace and Conflict Studies
Russian Studies

These programs give students the opportunity to develop a synthesis of knowledge from several disciplines. See individual programs for course sequences.

American Studies Programs

216 Main Hall
610-436-2201
Steve Gimber, *Coordinator*

AMERICAN STUDIES COMMITTEE

Karin E. Gedge, *History*
Charles A. Hardy, *History*
William L. Hewitt, *History*

Students are introduced to a broad spectrum of American culture and are encouraged to study an area in depth and to develop career interests through concentrations in American art history, African-American studies, historic preservation, environmental studies, journalism and editing, and museum studies. An optional internship provides on-the-job experience.

NOTE: No new majors are being accepted into the B.A.–American Studies program effective fall 2011.

BACHELOR OF ARTS — AMERICAN STUDIES

120 semester hours

1. General ed. requirements, see pages 38–44 — 48 semester hours
2. Language/culture requirements — 0-15 semester hours
3. Required core — 21-30 semester hours
   AMS 200 (3), AMS 367 (3), AMS 400 (3) or AMS 415 (1-15), HIS 151-152 (6), LIT 200-201 (6)
4. Elective core — 18 semester hours
   Six American-topic courses are to be taken in anthropology, art history, geography, history, literature, music history and literature, philosophy, political science, and sociology, with no more than two courses from one discipline.
5. Elective concentration
   A student must take enough courses to ensure that a minimum of 120 semester hours are completed successfully. Each American studies major must submit for approval a proposed course of study at the beginning of the junior year. For guidance consult the American studies program coordinator.

Minor in American Studies — 18 semester hours

For transcript recognition of an American studies minor, a student must take 18 semester hours allocated in the following areas:

American studies (6)
American history, preferably HIS 151 or 152 (3)
American literature, preferably LIT 200 or 201 (3)
American topics: One course from the arts, literature, or philosophy, and one course from history or social and behavioral sciences, or other courses approved by the adviser. (6)

COURSE DESCRIPTIONS AMERICAN STUDIES

Symbol: AMS

I **200 American Civilization (3)** An interdisciplinary study of the forces, forms, and values that have contributed to the making of American civilization. Several academic disciplines are drawn upon in exploring the "Americaness" of American institutions, thought, behavior, and material culture.

I **210 Mass Media and Popular Culture (3)** An exploration of the role of media in the development of American popular culture. Particular emphasis will be given to the transformations brought about by mass media after 1880 and the increasing corporate involvement in mass media during the 20th century.

I **250 Myths and Modernization (3)** An interdisciplinary exploration of American civilization during three stages of development from Columbus to the present. Focuses on analysis of civic and popular culture to decode myths of national identity and the media in which they are disseminated.

367 American Material Culture (3) An interdisciplinary study of American civilization through the examination of its built environment and crafted and manufactured artifacts from the Colonial period to the mid-20th century.

371 Manhood in America (3) Examines American manhood from 1600 present. Focuses on intersections of class, race, and gender; relations between private and public spheres; changing men's experiences over time.

400 Senior Thesis or Project (3) A concluding "statement" incorporating the interdisciplinary generalist approach.

401 Independent Study (1-3) An opportunity to pursue alternative study projects outside the classroom; field work in community resources, etc.

◆ **415 American Studies Internship (1-15)** Cooperative, service/learning experience at a community agency, business, or institution.

Symbol: SSC

W **331 Teaching Citizenship Education in Secondary Schools (3)** Methods and materials of teaching social studies for prospective secondary school teachers. Emphasis is on combining educational theory with social studies content for effective teaching. Exercises and practical application. Enrollment is restricted to students who will be student teaching the next semester. Permission to waive this policy may be granted by the chairperson, Department of History.

I Approved interdisciplinary course
◆ This course may be taken again for credit.
W Writing emphasis course

Ethnic Studies Programs

201 Old Library
610-436-2725
Bonita Freeman-Witthoft, *Director*
Frank J. Hoffman, *Associate Director*

FACULTY STEERING COMMITTEE

Mahrukh Azam, *Chemistry*
Erminio Braidotti, *Languages and Cultures*
Cecilia Lee-Fang Chien, *History*
Lawrence Davidson, *History*
Valerian DeSousa, *Sociology*
Anita Foeman, *Communications Studies*
Bonita Freeman-Witthoft, *Anthropology*
Jonathan Friedman, *History*
Paul Green, *English*
William L. Hewitt, *History*
Frank J. Hoffman, *Philosophy*
Mildred C. Joyner, *Social Work*
Krishna Kumar, *Psychology*
Edmundo Morales, *Sociology*
C. Jack Orr, *Communication Studies*
Cherise Pollard, *English*
Bhim Sandhu, *Political Science*
Alice J. Speh, *Languages and Cultures*
Linda Stevenson, *Political Science*
Carla Verderame, *English*
Richard W. Voss, *Social Work*

Minor in Ethnic Studies — 18 semester hours

Ethnic studies includes the Ethnic Studies Institute and program. The institute sponsors cultural programming, grant writing, and research. The program offers a minor to any student, regardless of major, who satisfactorily completes 18 semester hours of work in ethnic studies. Study may lead to a multiethnic emphasis or to a concentration in one of the following areas:

- African American Studies
- Jewish American Studies
- Asian American Studies
- Native American Studies
- Hispanic American Studies

For current requirements and a list of approved courses in each specialization, consult the director or associate director of ethnic studies.

For each option currently offered there are, in addition to the relevant ethnic studies core courses, certain cognate courses. These cognate courses do not necessarily deal directly with ethnic group life but give an added dimension of social and historical background.

As soon as possible, students should register their intent to earn the minor with the director of the ESI. At the end of each semester, students should report the ethnic-related courses completed during the semester and the courses planned for the following semester to the director. An updated list of courses approved for credit is available each semester from the ESI before the advising and scheduling period. Students can use an approved ethnic-related course toward the completion of the minor in ethnic studies at the same time it is being used to fulfill their major, other minor, or elective requirements.

Students are encouraged to attend at least two cultural ethnic events – speakers, musical programs, art shows, theatre productions, or films – each year.

For advising in ethnic studies, contact the director, Dr. Bonita Freeman-Witthoft at 610-436-2725, or the associate director Dr. Frank J. Hoffman, at 610-436-2361.

Minor in Holocaust Studies — 18 semester hours

The program in holocaust studies deals not only with historical aspects of the holocaust, but also with moral and political issues involved in the prevention of future holocausts.

This minor may be taken as one of the minors in the bachelor of arts or bachelor of science in liberal studies general degree program. For advising in holocaust studies, contact Dr. Jonathan Friedman, 610-436-2972.

1. Required courses — 9 semester hours
   HIS 332, 349, and PHI 180
2. Elective courses — 9 semester hours
   Any three courses selected from the following:
   ANT 220; GER 221/EGE 222; HIS 423; LIT 304; PSC 252, 322; PSY 254; SOC 335; SSC 480; or SWO 225

COURSE DESCRIPTIONS ETHNIC STUDIES

Symbol: SSC

◆ 480 Ethnic Cultures Workshop (3) This workshop considers the history, traditions, customs, and contributions to American life of various ethnic groups. The lectures and special programs are designed to increase the student's knowledge of the multicultural nature of American society. Projects, specifically tailored to individual needs, are directed by a faculty member of the Ethnic Studies Institute.

◆ This course may be taken again for credit.

Latin-American Studies Program

206 Ruby Jones Hall
610-436-3162
Linda Stevenson, *Coordinator*

Any student in the University, regardless of his or her area of specialization, may earn a minor and a letter of verification in Latin-American studies after satisfactory completion of 18 semester hours of work, distributed as follows:

Minor in Latin-American Studies

Required: Either A or B — 18 semester hours

A. 1. Spanish or Portuguese (Intermediate level or above) — 6 semester hours
2. Latin-American history — 6 semester hours
3. Electives — 6 semester hours

OR

B. 1. Latin-American history — 6 semester hours
2. Latin-American culture, politics, geography — 6 semester hours
3. Electives — 6 semester hours

Selected under advisement from Latin-American-oriented courses offered by the departments of Anthropology and Sociology, Geography and Planning, Political Science, Economics, Art, or others. In track A, one three-credit course must be devoted to literature, art history, or music.

For advising, see Dr. Linda Stevenson in the Department of Political Science.

A student should maintain a 2.5 average in area-studies courses to be recommended for graduate work in the area-studies concentration.

Linguistics Program

538 Main Hall
610-436-2269
Dennis L. Godfrey, *Coordinator*

CONTRIBUTING FACULTY

Maria José Cabrera, *Languages and Cultures*
Cathryn Crosby, *Languages and Cultures*
Charles E. Grove, *Languages and Cultures*
Cheryl Gunther, *Communicative Disorders*
Jane E. Jeffrey, *English*
Elaine B. Jenks, *Communication Studies*
Sara Lamb Kistler, *Elementary Education*
Mareile A. Koenig, *Communicative Disorders*
Garrett G. Molholt, *English*
Frederick R. Patton, *Languages and Cultures*
Israel Sanz-Sanchez, *Languages and Cultures*
Paul A. Stoller, *Anthropology and Sociology*
Andrea Varricchio, *Languages and Cultures*
Michael S. Weiss, *Communicative Disorders*

The minor in linguistics is an interdisciplinary program offered by the departments of Anthropology and Sociology, Communicative Disorders, Communication Studies, English, Languages and Cultures, and Philosophy. Its purpose is to provide the student with a foundation in the analysis of the various aspects of language. Students wishing to enter the program must consult the program coordinator. To receive credit for the minor in linguistics, a student must complete 18 semester hours of course work. The program coordinator must approve all courses.

Minor in Linguistics — 18 semester hours

1. Required courses — 9 semester hours
   ENG/LIN 230; ENG 331 (or any other structural grammar course), and ENG 335 (or any other historical linguistics course)
2. Electives — 9 semester hours
   A. Choose one of the following:
   ENG 330, SPA 365, SPP 106, or any other approved course in phonology or phonetics
   B. Choose one of the following:
   ANT/LIN 380; COM/LIN 415; ENG 339, 340; LIN 250; PHI/LIN 330, 360; or any other approved comparable course
   C. Choose an additional course from either Group A or B above, or choose one of the following:
   COM 307; ENG 430; LAN 327; LIN 411, 412; LIT 328, 330; PHI 190, 436; PHY 110; SPP 204; or any other approved linguistics course

For course descriptions, see anthropology and sociology (ANT), communicative disorders (SPP), communication studies (COM), English (ENG or LIT), languages and cultures (LAN, LIN, FRE, GER, RUS, or SPA), philosophy (PHI), or physics (PHY).

Peace and Conflict Studies Program

103 Main Hall
610-436-2841
Joan Woolfrey, *Coordinator*

Peace and conflict studies examines social conflict, conflict resolution, and cooperation at the group, national, and international levels. This process involves understanding factors that contribute to peace with justice, various functions of conflict, and processes by which conflict may be managed. The minor fosters skills for both study and action. Though primarily an enrichment to liberal education, this minor is relevant to a variety of careers, both traditional and emerging. The former include law, communications, education, and government. However, there are also many career opportunities with a wide range of public interest and advocacy organizations.

The peace and conflict studies minor consists of 18 credit hours, some of which also may be used to fulfill other degree requirements. This minor may be taken as one of the minors in the bachelor of arts or bachelor of science in liberal studies general degree program.

Minor in Peace and Conflict Studies — 18 semester hours

1. Required courses — 6 semester hours
   SSC 200, 400
2. Choose one course from each of the following four categories: — 12 semester hours
   a. Political thought/international relations
   CRJ 304, GEO 352, LIT 162, PHI 411 or 481, PSC 317 or 320, SOC 376, SSC 201
   b. Dynamics of activism and advocacy
   WRH 315, PHI 207 or WRH 335
   c. Communication/negotiation skills
   COM 204 or CRJ 470
   d. Power and politics/social justice
   GEO 331; HIS 332 or 362 or 375; LIT 309; PSC 323 or 340; SOC 335 or 341; SWO 225; WOS 315

Students are expected to attend six peace-and-conflict-related campus events. Those events that qualify will be announced on the peace and conflict studies Web site.

COURSE DESCRIPTION
PEACE AND CONFLICT STUDIES
Symbol: SSC

I 200 Introduction to Peace and Conflict Studies (3) An interdisciplinary inquiry into the nature and causes of social conflict. The aim throughout is to find ways of avoiding destructive conflict, whether through negotiation or other means. The issue of justice as a factor in conflict receives special attention.

I 201 Global Perspectives (3) This course is intended to help students develop the competencies needed for the understanding of, and meaningful participation in, the world issues of the 21st century.

I Approved interdisciplinary course

Russian Studies Program

114 Main Hall
610-436-2585
Frederick Patton, *Coordinator*

This program is offered jointly by the faculty of arts and sciences and the faculty of professional studies.

Any student in the University, regardless of his or her area of specialization, may earn a minor specialization in Russian studies after satisfactory completion of 18 semester hours of work, distributed as follows:

Minor in Russian Studies 18 semester hours

Required: Either A or B

A. 1. Russian language (intermediate level or above) 6 semester hours
2. Russian history and/or politics 6 semester hours

OR

B. 1. Russian history and/or politics 6 semester hours
2. Russian civilization, culture and/or politics 6 semester hours
Choose from the following courses: CLS 363, 364; ERU 209; GEO 304; HIS 324, 425; PSC 246, 311, 349; and RUS 201-412, 310.

C. Electives 6 semester hours
Selected under advisement from Russian-oriented courses offered by the departments of Anthropology and Sociology, Art, English, Political Science, or other WCU departments.

For advising, see Professor Patton in the Department of Languages and Cultures.

A student should maintain a 3.0 average in area-studies courses to be recommended for graduate work in the area-studies concentration.

Women's Studies Program – see Women's and Gender Studies

Department of Kinesiology

206 Sturzebecker Health Sciences Center
610-436-2260
Frank F. Fry, Jr. *Chairperson*
Frances E. Cleland, *Assistant Chairperson – Health and Physical Education - Teacher Certification*
Sheri Melton, *Assistant Chairperson – Exercise Science, Coordinator of Graduate Studies*
PROFESSORS: Atkinson, Cleland, Fry, Lepore, Melton, Volkwein
ASSOCIATE PROFESSORS: Ellis, Helion, Ottley, Smith, Stevens, J. Williams
ASSISTANT PROFESSORS: Cramer, Cummiskey, Stearne
INSTRUCTORS: Kubachka, M. Williams

The Department of Kinesiology offers two programs leading to the bachelor of science degree.

1. The B.S. in HEALTH AND PHYSICAL EDUCATION—TEACHER CERTIFICATION. This program prepares students to teach K–12 health and physical education.

2. The B.S. in HEALTH AND PHYSICAL EDUCATION—EXERCISE SCIENCE. The purpose of the exercise science specialist (ESS) program is to prepare students for positions in the growing and multifaceted field of health and fitness or to gain admission into various professional and graduate programs. In addition, students will be prepared for success in appropriate certification examinations. The primary focus of the ESS program is for each student to develop abilities and master knowledge and skills necessary to provide leadership in the health and fitness fields as well as be a successful member of society. Two additional concentrations offered within the curriculum provide the foundation for students to pursue graduate programs in physical therapy and occupational therapy.

BACHELOR OF SCIENCE—HEALTH AND PHYSICAL EDUCATION—TEACHER CERTIFICATION

120 semester hours

1. General ed. requirements, see pages 38–44 48 semester hours
2. Kinesiology foundations 6 semester hours
KIN 103, 186
3. Pedagogy core 15 semester hours
KIN 205, 206, 300, 302*, 402*
4. Applied sciences 9 semester hours
KIN 241, 361, 364
5. Activity modules 10 semester hours
KIN 102, 201, 301, 303, 401
6. Related PDE and teacher education program requirements 5 semester hours
EDF 300; EDP 250; KIN 140 or 275 or 331, 254, 347; LAN/ENG 382; SMD 271
7. Health education 15 semester hours
HEA 230, 304, 306, 440; NTD 303
8. Capstone courses 12 semester hours
Preprofessional experiences are required prior to application for student teaching.
KIN 489*, 490*
9. GPA requirement
Students must maintain the required GPA in accordance with the criteria for formal admission to teacher education program. Students must attain a C or better in all required KIN major course work. See the "Teaching Certification Programs" section in this catalog, pages 161-163.

BACHELOR OF SCIENCE—EXERCISE SCIENCE

120 semester hours

1. General ed. requirements, see pages 38–44 48 semester hours
Students should consult program requirement sheet. Related requirements may differ according to the area of concentration.
2. Related requirements 13 semester hours
BIO 259, 269; NTD 303; SMD 271
3. Exercise science core requirements 45-48 semester hours
Students must attain a C- or better in these core courses.
EXS 100, 180, 251, 261, 370, 375, 380, 381, 482, 484, 486, 489, 490; EXL 380

* Students must have formal admission to teacher education.

4. Electives to be approved by academic adviser in all areas of concentration

Extracurricular experiences must be completed prior to internship.

AREAS OF CONCENTRATION

Pre-Occupational Therapy Concentration in Exercise Science

The concentration is designed to prepare students for entrance into a professional graduate-level school of occupational therapy. Occupational therapists and occupational therapy assistants work with a variety of individuals who have difficulty accessing or performing meaningful occupations. Most commonly, these therapists and assistants work with people with disabilities to maximize their skills and abilities. Services typically include 1) customized intervention programs to improve one's ability to perform daily activities; 2) comprehensive home and job site evaluations with adaptation recommendations; 3) performance skills assessments and treatments; 4) adaptive equipment recommendations and usage training; and 5) guidance to family members and caregivers.

1. General ed requirements, see pp. 38-44 — 48 semester hours
   Related requirements may differ according to area of concentration.
2. Exercise science core — 48 semester hours
   EXS 100, 180, 251, 261, 370, 375, 380, 381, 482, 484, 486, 489, and 490 (internship under the direction of a licensed OT); EXL 380
3. Related course work — 20 semester hours
   BIO 259, 269; KIN 205; NTD 303; and PSY 210, 375
4. Electives to be approved by academic adviser in all areas of concentration.

Pre-Physical Therapy Concentration in Exercise Science

The pre-physical therapy concentration in exercise science is designed to prepare students for entrance into a school of physical therapy. Physical therapy programs accept a limited number of students and are highly competitive. Students are encouraged to maintain a GPA of 3.0 or better in this concentration.

1. General ed. requirements, see pages 38–44 — 48 semester hours
   Related requirements may differ according to area of concentration.
2. Exercise science core — 45 semester hours
   EXS 100, 180, 251, 261, 370, 375, 380 381, 482, 486, 489, 490 (internship at a physical therapy clinic under supervision of a licensed physical therapist); EXL 380
3. Related course work — 25 semester hours
   BIO 110, 217, 259, 269; CHE/CRL 104; NTD 303; PHY 140
4. Electives to be approved by academic adviser in all areas of concentration.

Minor in Coaching — 18 semester hours

Students successfully completing the minor in coaching earn transcript recognition attesting to school administrators that recipients have attained basic preparation for coaching. Skill acquisition, management techniques, and behavioral competencies are included in the program. The program is open to students from any major. Students should apply through the minor program adviser, Dr. John Helion. Course work is divided into six groupings in order to meet National Association for Sport and Physical Education (NASPE) guidelines.

Required courses
Group I SMD 271
Group II Choose one: KIN 452, 604, 680
Group III Choose one: EXS 261; KIN 361, 453, 585
Group IV Choose one: EXS 380; KIN 352, 681
Group V Choose one: EXS 482; KIN 682; SMD 454
Group VI KIN 475

Minor in Exercise Science — 21-23 semester hours

The exercise science minor is designed to impart fundamental knowledge, skills, and abilities in the theories and practice of exercise science. The minor will also provide learning experiences that lead to a basic understanding of exercise techniques, exercise testing, and exercise prescription. Students who wish to minor in exercise science must complete and submit a minor selection application to the Office of the Registrar. To enroll in this minor program, students also must have permission from their major department and from the Department of Kinesiology.

Students should make course selections in consultation with the minor program adviser. A minimum grade of C- is required in each of the minor courses taken before clearance for graduation with a minor will be granted.

A minor in exercise science requires students to complete six core courses in the exercise science (EXS) curriculum: four required courses and two electives, as noted below for a total of 21-23 semester hours. Prerequisites related to individual courses apply.

Required courses (15 semester hours)
EXS 251, 261, 370, and 380; EXL 380
Electives (6-7 semester hours)
Two elective courses to be chosen from the following:
EXS 180, 375, 482, 486, and 489

Minor in Physical Education for Individuals With Disabilities — 18-21 semester hours

The minor in physical education for individuals with disabilities is designed to enable students to plan, implement, and advocate for developmentally appropriate physical activities for people with a variety of physical and cognitive disabilities in schools, fitness centers, recreation centers, and residential facilities. Practical application is stressed in this minor; students will participate in approximately 200 hours of hands-on work. The minor prepares those in HPE-teacher certification to be eligible for the APENS (Adapted Physical Education National Standards) exam but is open to any WCU students who meet the prerequisites. Other certifications are offered within various courses.

Required courses
KIN 205, 253, 254, 360, 362, 400
PREREQ: HEA 206 or KIN 186

Facilities

The department is housed on West Chester University's South Campus in the Russell L. Sturzebecker Health Sciences Center. The SHSC features the following indoor facilities: five full-size, multipurpose gymnasiums; one fully equipped gymnastics gym; dance studio; strength training facility; human performance laboratory; 17 classrooms; aquatics center featuring two pools and a 14.5-foot diving well. Outdoor facilities include multipurpose playing fields, tennis courts, softball fields/baseball fields, quarter-mile track, three outdoor adventure education facilities, and a climbing wall.

COURSE DESCRIPTIONS

KINESIOLOGY

These courses are for kinesiology majors only.

The number in parentheses indicates the number of semester hours of credit.

EXERCISE SCIENCE

Symbol: EXS; EXL indicates lab course

100 Foundations of Exercise Science (3) An introductory course to the disciplines and professions within exercise science enabling students to understand and appreciate the discipline, help guide their career choices, and prepare them for faculty expectations, program demands, and professional responsibilities of an exercise science specialist.

180 Lifetime Fitness Concepts (3) Designed to teach students key elements involved in achieving a healthy lifestyle. Taught from a holistic view that total or optimal health is comprised of a healthy body, mind, and spirit which is accomplished through a combination of techniques.

251 Measurement and Evaluation (4) Covers the fundamentals of measurement and evaluation emphasizing the link between valid assessments and decision making in exercise science, health, and physical education. Application in each learning domain is covered, with an emphasis on health-related physical fitness assessment. PREREQ: Program math requirement and current CPR certification is required before taking this course.

261 Kinesiology (4) Students will develop a fundamental understanding of selected mechanical and anatomical laws of motion, actions caused by forces, and their application to the study of mechanical structure and analysis of motion. Students will be able to use and apply these principles to various forms of movement. PREREQ: BIO 259, PHY 100 or 130.

370 Motor Development and Learning (3) An introduction to human lifespan development within the motor domain. The content specifically addresses the American College of Sports Medicine (ACSM) competency and institutional requirements.PREREQ: BIO 259.

375 Exercise Psychology (3) An introduction to psychological aspects of exercise designed to complement the anatomical and physiological substance of the exercise science specialist curriculum. Content specifically addresses ACSM organizational evaluation and knowledge, skills, and abilities that are set out in the competency requirements of the Guidelines for Exercise Testing and Prescription. PREREQ: EXS 370, PHY 100, or permission of instructor.

380 Exercise Physiology (3) This course investigates the physiological principles that explain how the human body responds and adapts to physical activity, exercise, and work. PREREQ: BIO 269; EXS 100, 180, and 251.

EXL 380 Exercise Physiology Lab (1) This laboratory course will enable the student to learn from both hands-on and computer-simulated experiences. In both cases, reinforcing and illuminating concepts and physiological principles introduced in the EXS 380 lecture class. PREREQ: Prior enrollment in EXS 380. COREQ: BIO 269.

381 Fitness Assessment and Exercise Prescription (4) Designed to prepare students to assess health-related physical fitness using laboratory and field tests. Test results used to prepare individualized exercise prescriptions to improve cardiovascular endurance, muscular fitness, body composition, and flexibility. Skill application and practice required. ACSM guidelines emphasized. PREREQ: EXS 251, 375, 380; EXL 380; and current CPR certification.

482 Exercise Techniques and Physical Conditioning (4) Analysis of various exercise techniques, devices, and systems emphasizing their use and safety. Clinical experience in strength and range of motion (ROM) testing and prescription. PREREQ: EXS 251, 261, 380; EXL 380.

484 Organization and Management of Adult Fitness Programs Clinic/Seminar (3) Designed to provide students with practical experience in organizing and managing physical fitness programs for adults. PREREQ: EXS 380, EXL 380, and permission of instructor.

486 Exercise Prescription for Special Populations (3) Designed to provide students with a framework in which to develop safe exercise programs for individuals with disabilities, chronic diseases, or multiple conditions. PREREQ: EXS 381.

489 Clinical Exercise Testing and Prescription (4) Prepares students to administer exercise tests in the clinical arena and to prepare for ACSM certification exams. Covers basic electrocardiography and interpretation, risk factor threshold assessment, CV exercise testing procedures and interpretation, and CV exercise prescription – all relevant to the clinical adult population. Includes lectures, class discussions, project assignments, and group/individual lab experiences. PREREQ: EXS 381.

490 Internship I (6) A capstone experience meant to tie together previous course work into a "hands-on" application in a job setting. A minimum of 250 hours of actual work site experience may be in any vocational avenue available including cardiac rehabilitation, strength and conditioning coaching, commercial fitness, corporate fitness, and personal training. PREREQ: EXS 381, 482, 484, 489, and permission of department.

491 Internship II (3-6) A supplemental experience to EXS 490 which will enable students to explore other internship or work settings including cardiac rehabilitation, strength and conditioning coaching, commercial fitness, corporate fitness, and personal training. The experience can be at the same site as EXS 490. Hours required range between 125 (for three credits) to 250 hours (for six credits). PREREQ: Permission of department.

KINESIOLOGY

Symbols: KIN; KIL indicates lab course

101 Introduction to Adventure-Based Education (3) A course designed for the student to understand the adventure approach to experiential education in various environments. The students will have the opportunity to experience an adventure curriculum including initiatives, problem-solving activities, and low/high ropes course elements.

102 Contemporary Activities (2) Provides students with insight through practical experiences in a variety of "alternative" physical education activities to gain an expanded awareness of the K–12 physical education curriculum.

103 Historical and Philosophical Foundations of Physical Education, Fitness, and Sport (3) This course provides prospective health and physical education educators the opportunity to examine and understand the complexities of the kinesiology field. The student will gain a historical perspective of how the field developed and insight on the underlying principles and philosophies as it exists today. Students also will be introduced to present-day teaching strategies and concerns in health and physical education. Authentic learning opportunities will assist students in identifying the subdisciplines of kinesiology and how they form the comprehensive field.

140 Aquatic Fundamentals and Emergency Water Safety (2) Review of basic aquatic skills with advanced stroke techniques.

186 Motor Learning and Development (3) An introduction to human motor development and learning. Principles and concepts associated with those areas will be examined as they relate to human motor performance and the development of motor skills across the lifespan. Motor development topics including growth, maturation, fitness development, self-concept development, gender, and age will be explored from a dynamical systems theoretical framework. Motor-learning topics include information processing, schema theory, transfer of learning, reaction time, and levels of movement learning. The interrelationships among the topics will be discussed.

201 Educational Dance and Gymnastics (2) Provides students with the appropriate methods, materials, and skills needed for demonstrating, teaching, and analyzing K–12 dance and educational gymnastics in grades K-5. Will include skill assessment, peer teaching, and lesson plan development.

205 Curriculum and Instruction: Inclusion in Health and Physical Education (3) Prepares physical education majors to have the skills, knowledge, and attitudes necessary in teaching children with disabilities: providing them with appropriate physical activities, helping them with lifetime fitness pursuits in community and vocational settings, advocating for appropriate physical activities in fitness centers and the community at large, and modifying the environment to make it less restrictive. PREREQ: KIN 186; field clearances required (child abuse, criminal record check, TB, FBI); or permission of instructor. COREQ: KIN 206.

206 Adapted PE and Health for Students with Disabilites (3) Through classroom and hands-on teaching experiences, this course will provide health and physical education teacher certification majors with the skills, knowledge, and attitudes to teach students with disabilities in inclusive and segregated health and physical education classes and to meet the NASPE beginning teacher standards and the Pennsylvania Chapter 49.13 special education standards. PREREQ: Field clearances required (child abuse, criminal record check, TB, FBI). COREQ: KIN 205.

241 Body Systems and Kinesiology (3) Introduces basic anatomical and physiological concepts critical to understanding human movement, exercise, physical education, and how the human body functions. Students will be required to apply these anatomical and physiological principles to physical education, exercise, and sport.

I D 246 Sport, Culture, and Society (3) Current theories and research in the area of sport and society will be introduced. Focus of the course is interdisciplinary, incorporating sociological, psychological, historical, anthropological, philosophical, and economic perspectives. Topics include moral, ethical, racial, and gender issues in sport in relation to the North American culture.

252 Physical Education and Individuals with Disabilities (3) To acquaint special education majors with concepts of appropriate physical education for students with disabilities.

253 Adapted Aquatics, Lifetime Sport, and Fitness (3) Course designed to increase knowledge and skills in providing appropriate and safe adapted aquatics, sports, and fitness activities to individuals with disabilities. Outside hours required.

D 254 Psychosocial Aspects of Physical Disability (3) A study of the psychological and social implications of physical disabilities.

275 Lifeguarding (2) Theory and techniques relative to preventive lifeguarding, emergencies in and around water, water rescues, search and recovery operations, types and uses of equipment, records and reports, health and sanitation, and supervision of waterfront areas. Possibility of American Red Cross certification.

300 Curriculum and Instruction: Elementary (3) Students in this course will examine the design, implementation, and assessment of an elementary physical education program. PREREQ: KIN 201, 205; field clearances; TB test.

301 Fitness and Wellness (2) Prepares preservice teachers to address health- and skill-related components of fitness as well as the dimensions of wellness. Preservice teachers will assess and monitor their personal fitness development, as well as participate in, design, implement, and assess a variety of activities that focus on one or more components of fitness and wellness.

302 Curriculum and Instruction: Middle and Secondary Physical Education (3) This third course in pedagogy will relate all topics to the middle and secondary physical education setting. Intended to give students a comprehensive overview of topics that relate to the planning, execution, and reflection of lessons presented in the physical education setting. PREREQ: KIN 205 and FATE.

303 Invasion Games (2) Invasion, a concept common to team sports, will be used to develop a generic teaching approach. Individual, skill-related aspects of specific sports, such as basketball, soccer, lacrosse, and hockey, will be introduced. Students

I Approved interdisciplinary course
D Diverse communities course

will be exposed to specific aspects of sport and game skill using the teaching games for understanding approach that they subsequently will teach.

311 Coaching Racquet Sports (3) Advanced coaching and teaching techniques for the racquet sports, including tennis, badminton, racquetball, and squash.

331 Water Safety Instruction (2) This course is designed to prepare individuals to become swim instructors. Testing during the first week includes a 500-yard swim, basic rescue procedures, and a written community water safety test. Opportunity exists to become an American Red Cross water safety instructor.

347 Assessment and Technology in Health and Physical Education (3) An introductory course that provides a hands-on look at uses of computer technology in teaching and assessment in health and physical education. The goal is for preservice teachers to use a variety of computer-based technology and software applications (e.g., grading software) for both professional and instructional use. Current assessment strategies (e.g., purpose, design, implementation of) will also be studied.

W 351 Evaluation in Health and Physical Education (3) Selecting, administering, scoring, and evaluating tests of physical fitness, general motor ability, motor educability, and skill and knowledge.

352 Applied Exercise Physiology (3) The application of physiological principles to physical education, exercise, and sport. PREREQ: BIO 259 and 269.

W 353 Organization and Administration of Physical Education, Health, and Athletics (3) Principles of program building in curricular and extracurricular programs; risk management, organizing, administering, and supervising physical education, health, intramural, and interscholastic programs.

360 Pathology for Adapted Physical Education Activities Specialists (3) Study of common disabling conditions with regard to anatomical and physiological changes.

361 Kinesiology (3) Basic fundamentals of movement, articulation, and muscular actions; analysis of the related principles of mechanics. PREREQ: KIN 241.

362 Assessment and Programming: Adapted Physical Activities (3) For students who want to specialize in adapted physical education. To improve students' understanding of evaluation and programming in the psychomotor domain for students with disabilities. Principles of therapeutic exercise, and guidelines for exercise programs for those disabilities commonly seen in schools and fitness centers.

KIL 363 Adapted Physical Activity Practicum (1) Practicum experience working in an adapted physical activity setting. Includes writing and implementing lessons and individual goals. PREREQ: KIN 205, 206, or 252.

364 Introduction to Exercise Physiology (3) Builds on the physiological concepts introduced in KIN 241. Students will be required to apply these physiological principles to physical education, exercise, and sport. PREREQ: KIN 241.

◆ 378 Field Experience (3) Practical experience for the student who must solicit approval of the appropriate agency, develop a proposal for the on-site experience, and secure agreement from the faculty adviser.

D 380 Women and Sport (3) An examination of women's participation in sport from historical, cultural, psychological, physical, and legal perspectives; emphasis placed on women in sport in American society today.

400 Professional Seminar in Adapted Physical Activity (3) Issues and current events in the professional development of adapted physical activity specialists.

401 Net/Wall Games (2) Provides future physical educators with the knowledge and skills necessary to instruct, demonstrate, and assess lifetime fitness activities that fall within the net/wall games classification system. Students will be introduced to teaching methodologies, skill production and progressions, class management techniques, and assessment strategies. Addresses the net/wall games of tennis, badminton, pickleball, and volleyball.

402 Physical Education Practicum (3) This course applies pedagogical content knowledge by planning, implementing, assessing, and reflecting upon teaching experiences in a physical education setting. PREREQ: KIN 300, 302; field clearances; TB testing; FATE.

445 Dance/Movement for Special Groups (2) Adaptation of dance movement with emphasis on methods, techniques, and activities suitable for special groups (elderly, people with disabilities, and other special groups).

449 Learning on the Move (3) A combination of preschool and primary-grade movement education activities are included to maximize children's overall development. PREREQ: FATE.

W 451 History and Philosophy of Health and Physical Education (2) A study of past and present concepts of physical education; philosophy and principles of modern physical education programs.

452 Principles of Coaching (3) This course explores responsibilities of those engaged in the profession of athletic coaching. Yearly responsibilities, philosophy and ethical practices, legal considerations, leadership, and skill development will be discussed.

453 Motor Learning (3) A study of the theories of learning in relation to the acquisition of motor skills.

458 Physical Disabilities of Childhood (2) Common orthopedic and neurological disabilities of childhood, especially chronic deviations. Emphasis is on understanding the medical aspects and problems of rehabilitation.

465 Mechanical Analysis of Motor Skills (3) A problem-solving approach to skill analysis using qualitative and quantitative video and cinematographic analysis as well as elementary force-time and accelerometry techniques. Useful for teachers, trainers, coaches, and exercise professionals.

470 Leadership in Recreational Outdoor Pursuits (3) This course is designed to provide instruction that would help persons desiring a career in recreational outdoor pursuits education, or develop an outdoor education or physical education program using activities, processes, and educational methodology in a safe and meaningful manner.

471 Adventure Education Essentials (3) Areas of curriculum, activities, briefing, front loading, debriefing, equipment, and facilities will be presented and discussed to provide students with a general background for Adventure Education.

473 Independent Study and Special Projects (1-3) Provide an opportunity for selected students to pursue areas of special interest and talent or to take advantage of special conferences or seminars. PREREQ: Permission of department chairperson.

475 Mental Training in Sport (3) Techniques of mental training for sport and physical activity, including relaxation training, concentration skills, breathing regulation, positive imagery, autogenic training, and meditation.

489 Student Teaching (6) Health and physical education teaching situations in elementary, middle, or secondary schools under qualified cooperating teachers and University supervisors. PREREQ: HEA 304, 306, and 440; KIN 402; preprofessional experience documentation; field clearances and TB test; FATE; completion of all major course work with a required minimum grade of C; and Praxis II scores.

490 Student Teaching (6) Observation and participation in health and physical education teaching situations in elementary, middle, or secondary schools under qualified cooperating teachers and college supervisors. PREREQ: HEA 304, 306, 440; KIN 402; completion of all major course work with a required minimum grade of C; preprofessional experience documentation; valid clearances and TB test; FATE; and Praxis II test scores.

◆ 498 Physical Education Workshop (1–3)

PHYSICAL EDUCATION ACTIVITY COURSES

Symbol: PEA

The following courses incorporate the components of fitness with specific activities designed to provide students with the knowledge and participatory skills necessary to achieve and enjoy keeping fit and well for life. The number in parentheses indicates the number of semester hours of credit.

◆ 115 Physical Conditioning (2)
116 Personal Defense (2)
117 Karate (2)
120 Fitness Through Badminton (2)
123 Fitness Through Golf (2)
128 Fitness Through Tennis (2)
129 Fitness Through Basketball (2)
131 Volleyball and a Fitness Lifestyle (2)
136 Fitness for Life (2)
137 Strength Training (2)
140 Aerobic Dance Fitness (2)
142 Yoga I (3)
143 Yoga II (3)

144 T'ai Chi Ch'uan (3) This course is the study of a martial art that combines movement with chi. T'ai chi ch'uan uses the principals of yin-yang and the five element theories and is compatible with Chinese medicine, acupuncture, and Chinese herb treatment. The study of movement, skeletal structure, and t'ai chi as a meditative art will be included in the course.

146 Pilates (3) This course is designed to provide each student with the skill and knowledge to perform the six basic principles that are the core of the Pilates method – centering, concentration, control, precision, breathing, and flowing movement. Exercises and activities are developed to assist students in strengthening musculature, in spinal alignment, and in gaining an awareness of effective breathing.

244 T'ai Chi Ch'uan II (3) This course is designed to provide students with an advanced knowledge and skill set required to practice the art of t'ai chi ch'uan and push hands.

236 Developing Personal Fitness Programs (1) This course, designed for nontraditional students and students with disabilities, provides an understanding of the scientific basis of physical fitness. The course is intended to help each student develop a personal fitness profile and subsequent program of physical activity that will result in healthful living. The course will make use of practical experience and actual participation in fitness activities. Individual programs will be emphasized.

W Writing emphasis course
◆ This course may be taken again for credit.
D Diverse communities course
FATE means formal education to teacher education.

Department of Languages and Cultures

109 Main Hall
610-436-2700
Jerome M. Williams, *Chairperson*
Frederick Patton and Anne-Marie Moscatelli, *Assistant Chairpersons*

PROFESSORS: Braidotti, Patton, Pauly, Schlau, Varricchio, Williams

ASSOCIATE PROFESSORS: Grove, Landwehr, Moscatelli, Sage, Speh, Van Liew

ASSISTANT PROFESSORS: Cabrera, Campillo-Fenoll, Crosby, Sanz-Sánchez

INSTRUCTOR: Rosso

Programs Offered

BACHELOR OF ARTS: French, German, Latin, Russian, and Spanish

BACHELOR OF ARTS WITH ELECTIVE CERTIFICATION: French, German, Latin, Russian, and Spanish

The Instructional I Certificate in a language qualifies the holder to teach his or her major language in the public schools (kindergarten through 12th grade) of Pennsylvania.

Minors: French, German, Italian, Latin, Russian, and Spanish

REQUIREMENTS COMMON TO THE B.A. PROGRAMS

120 semester hours

1. General ed. requirements, see pages 38–44 — 48 semester hours
2. Major language courses — 30 semester hours
   FRENCH — FRE 102*, 201-202, 301, 302, 303, and 304. Additional courses to complete the 30 credits, taken under advisement.
   GERMAN — GER 101-102, 201-202, 303, 307, and 350-351. Additional courses to complete the 30 credits, taken under advisement.
   LATIN — LAT 101-102, 201, 202, 303, and 406. Additional Latin and Classical language courses to complete the 30 credits, taken under advisement.
   RUSSIAN — RUS 101-102 or 103, 201-202 or 203, 301-302, 303-304, 305, 306, 402, and 407-408. Additional courses to complete the 30 credits, taken under advisement.
   SPANISH* — SPA 202, 301-302, 315, 320 or 321, 330-331, 365, 444, and any one 400-level course. Additional courses to complete the 30 credits, taken under advisement.
3. Second language — 0–12 semester hours
   Demonstration of proficiency in a second language through the Intermediate II level, by placement testing or course work through 202.
4. Two cognate courses — 6 semester hours
   A. LIN 230 or ENG 230 or LAN 327 (3)
   B. LAT 101 (3) or history or political science or geography, or any other approved course (see student handbook)
5. Electives — to complete 120 semester hours

The number of hours available depends on the student's level of second language proficiency. The student may choose to apply some of these to additional advanced courses in the major area or to continue second or third language study.

REQUIREMENTS COMMON TO THE ELECTIVE CERTIFICATION PROGRAMS (formerly B.S.Ed.)

123 semester hours

1. General ed. requirements, see pages 38–44 — 48 semester hours
   ANT 102 and PSY 100 are required and will count toward the general education requirements.
2. Language concentration — 30 semester hours
   FRENCH — FRE 102*, 201-202, 301, 302, 303, and 304. Additional French courses to complete the 30 credits.
   GERMAN — GER 101-102, 201-202, 303, 307, 350-351. Additional German courses to complete the 30 credits.
   LATIN — LAT 101-102, 201, 202, 301, 303, and 406. Additional Latin and Classical language courses to complete the 30 credits.
   RUSSIAN — RUS 101-102 or 103, 201-202 or 203, 301-302, 303-304, 305, and 407-408.
   SPANISH* — SPA 202, 301-302, 315, 320 or 321 or equivalent, 330-331, 365, and 444. One 400-level Spanish course to complete the 30 credits.
3. Pennsylvania certification in languages K–12 — 36 semester hours
   Students must complete professional education sequence of EDA 103, EDP 250, EDP 355, EDP 349 or PSY 382, EDR 345 or 347, and following formal admission EDA 303, EDS 306, LAN 401 (LAT 301 for Latin majors), EDS 411/412.
   Students must pass the Praxis PPST exams (reading, math, and writing) before formal admission to teacher education and student teaching. Students must take two mathematics courses and two English courses, one in writing and one in literature. See other requirements on pages 161-163. Students are required to take the American Council on the Teaching of Foreign Languages Oral Proficiency Test and Writing Proficiency Test.
4. PDE prerequisites and requirement for program — 9 semester hours
   LAN 327 or LIN 230 (3), language area cognate (3), second math course (3)

See the "Teacher Certification Programs" section of this catalog for an explanation of related requirements.

Minor in Language — 18 semester hours

Minors are available in French, German, Italian, Latin, Spanish, and Russian.

A. The minor concentration begins with the language sequence of 101-102 (or 103), 201-202 (203 or 205), unless the student tests at a higher level through the online placement exam. Students placing out of beginning courses must still complete 18 hours.
B. A minimum grade of B is required in both 101 and 102 in order to pursue the minor.
C. Beyond the 202 sequence, courses at the 300 and 400 levels in the same language must be taken under advisement. Courses in English at any level are not acceptable.

The Study Abroad Program

Courses in French are offered at various approved programs in French-speaking countries. They are designed to give students a first-hand acquaintance with Francophone culture and enable them to achieve an active command of the language. These programs are open to any student enrolled at West Chester University who has completed the equivalent of two years of college French. Students may receive up to 30 credits for a full two semesters of study abroad. Courses are conducted entirely in French.

The Guadalajara Summer Program, in affiliation with the University of San Diego, offers courses at all levels of Spanish proficiency and in English on culture, politics, art, and more. Students are invited to participate at any stage of the Spanish major or minor. Residency with host families enhances the classroom experience and expands conversational skills.

The Seville, Spain, program, in affiliation with International University Studies (IUS), offers courses that also lead to completion of the major and minor. Students may take courses during the academic year or the summer.

Study abroad programs are also available in Germany (Berlin and Marburg), Italy, Russia, and in most Spanish-speaking countries (including summer study in Costa Rica; Guadalajara, Mexico; and Seville and Salamanco, Spain).

The department's Web homepage is the official site for all study abroad programs and updates.

* For French and Spanish majors, FRE 101 and SPA 101-201 may only fulfill general education student elective requirements, and/or overall graduation credits. These courses will not fulfill their respective major requirements.

Language Testing and Placement

The Department of Languages and Cultures provides online and onsite placement testing for students entering the University. Based on the results of the tests given and an analysis of past experience, the department will suggest the level of language a student should enter. The placement test does not confer academic credit; it is taken for the express purpose of indicating the level at which a student should begin his or her study in the language. Students do not receive University credit for any language course they place out of on the placement test. Credit may be obtained by taking the CLEP tests or Credit by Exam for such a course BEFORE enrolling in a higher level course. Minors and majors in a language must still complete the courses required by the department.

COURSE DESCRIPTIONS

ARABIC

Symbol: ARB

101 Modern Arabic I (Elementary) (3) Introduction to basic written and spoken Arabic language and culture; fundamentals of grammar and oral practice.

102 Modern Arabic II (Elementary) (3) Continuation of spoken and written Arabic for students who have completed the equivalent of ARB 101.

103 Intensive Elementary Arabic (6) Intensive introduction to modern standard Arabic, with emphasis on speaking, writing, and reading. Equivalent to ARB 101 and 102 combined.

201 Modern Arabic III (3) Continuation of ARB 102 to further develop the four language skills and comprehend key aspects of the Arab-speaking world.

202 Modern Arabic IV (Intermediate II) (3) Continuation of practice in comprehending spoken and written Arabic for practical application.

205 Intensive Intermediate Arabic (6) To enhance students' ability to read, discuss, and write contemporary topics. The course is equivalent to the competency level achieved in ARB 201 and 202.

CHINESE

Symbol: CHI

101 Elementary Chinese I (3) Introduction to elementary Mandarin Chinese with focuses on hearing, speaking, reading, and writing to develop basic competence. Emphasis is on integration of all language skills.

102 Elementary Chinese II (3) Continuation of basic language skills in speaking, reading, and writing modern Chinese with an emphasis on solid training at the beginning level. The course focuses on providing students with the basic vocabulary needed for daily conversation. Elementary reading and limited writing introduced. PREREQ: CHI 101.

201 Intermediate Chinese I (3) Third level of Mandarin Chinese, stressing advanced pronunciation with emphasis on intensive conversation and writing. Further development of audio-lingual proficiency, with increased reading and writing skills. PREREQ: CHI 102.

202 Intermediate Chinese II (3) Continuation of Mandarin Chinese communicative skills through study and review of grammatical structures. Composition and conversation, with focuses on spoken and written communicative competence. Reading assignments and practices executed in Chinese characters. PREREQ: CHI 201.

Symbol: ECH

F 380 Chinese Business Culture (3) A study of how traditional and modern Chinese culture and thought affect business operations and behaviors in China.

FRENCH

Symbol: FRE

101-102 Elementary French I-II (3) (3) Fundamentals of French grammar, syntax, and pronunciation at the novice and low intermediate levels, with emphasis on acquiring skills in reading and listening, speaking and writing. Language laboratory work is required. Taught in French.

201-202 Intermediate French I-II (3) (3) Development of intermediate level skills in the language, using dialogues, compositions, samples of language structure, readings, and other cultural source materials, including film, the media, and the Internet. Language laboratory work is required. Taught in French. PREREQ: FRE 102 or placement.

W 301 Advanced Grammar and Stylistics (3) The more complex grammatical and syntactical structures of the language, with particular attention to stylistics. Practice in writing compositions on a more sophisticated and advanced level with emphasis on correct usage.

302 Phonetics and Advanced Oral French (3) Intensive practice in spoken French to develop skills in pronunciation and in listening comprehension. Introduction to French phonetics.

303 French Civilization (3) (In French) A survey of the social, political, economic, and educational structures of France, along with an introduction to the artistic contributions of the French, particularly in the 20th century.

304 Readings in French Literature (3) The reading and analysis of representative selections of French prose (fiction and nonfiction), poetry, essays, and plays.

311 French for Oral Proficiency (3) Total immersion course intended for students with a functional knowledge of French. Emphasis on oral and aural communication using real-life situations to develop fluency.

350 French Cinema (3) A study of French films as they reflect culture, language, and ideology, as well as film as art.

401 Commercial French (3) A study of the French economic and business systems, and extensive practice in using forms and expressions frequently used in French business correspondence.

409 Women and Men in French Literature (3) (In English) Works by women and men novelists, poets, or dramatists that present striking images of love and conflict between the sexes. Also a women's studies course.

410 French Theater to 1900: In Context (3) A study of the French theater from its beginnings to the 19th century in the contexts of the times. Reading and analysis of representative plays from the various periods.

411 Modern French Literature in Context (3) A study of the evolution of modern literary genres, beginning with the revolt of the generation of 1900, through Dada and Surrealism and the writers of the absurd to the present.

412 Narrative Prose (3) An examination of the evolution of French prose in the nouvelle, the conte, the récit and the novel from their earliest beginnings to the present.

413 French Poetry (3) A history of French poetry and a study of its versification. Practice in the recitation of French poems and close textual analysis, and discussion of selected works.

◆ 420-421-422 Topics in French Literature (3) (3) (3) Each topics course provides an in-depth study of a significant aspect of French culture, art, or literature, its history and influences, and/or its principal exponents, creative artists, and advocates. Topics will be announced annually by the French faculty.

Offerings in English (EFR): Interdisciplinary and Culture Cluster Courses

F I EFR 320 French Civilization (3) (In English) A study of France's political and educational systems and economic and religious institutions with emphasis on contemporary aspects.

F EFR 330 Francophone Civilization (3) A multidisciplinary approach to the cultures and civilizations of Francophone countries in West Africa and the Caribbean, including historical and geographical factors, religious and sociological structures, and literary and artistic productions. Taught in English.

F EFR 350 French Civilization on Film (3) (In English) A study of French history and culture as reflected in French and French-speaking cinema as well as film as art.

F EFR 401 French Business Culture (3) The course offers an insight into the operation of modern businesses in France and the European Union by addressing economic systems, management styles, customs, and manners in an international context.

GERMAN

Symbol: GER

101-102 Elementary German I-II (3) (3) Fundamentals of German grammar, syntax, and pronunciation. Introduction to German culture through easy-reading texts. The audio-lingual method is employed. Language laboratory drill is required.

201-202 Intermediate German I-II (3) (3) Review of grammar and syntax. Readings in German literature as a basis for class discussion in German and practice in composition. Language laboratory drill required for remedial work only. PREREQ: GER 102 or placement.

NOTE: All advanced literature and civilization courses include lectures and discussion in the foreign language, and all student papers and examinations must be written in the foreign language.

303 Advanced German Grammar and Composition (3) The more complex grammatical and syntactical structures of the language with particular attention to stylistics. Practice in writing compositions on a more advanced level with emphasis on correct usage. PREREQ: GER 202 or equivalent.

307 Advanced Oral German (3) Intensive drill in the oral use of the language and phonetics to develop proficiency in listening comprehension and speaking. PREREQ: GER 202 or equivalent.

310 Business German (3) For students with an interest in a business career, the course introduces trends and policies that influence German business practices, with an overview of the economy. No prior knowledge of business or economics is required. PREREQ: GER 303 or permission of the instructor.

F Culture cluster
W Writing emphasis course
◆ This course may be taken again for credit
I Approved interdisciplinary course

322 Austrian Civilization (3) This course is almost identical to EGE 323; slightly different readings in German will be offered. Discussions are in German.

350-351 German Culture I-II (3) (3) A cultural history of Germany with a focus on philosophy, literature, and the arts. GER 350 covers the Middle Ages to 1871. GER 351 studies the 20th century. PREREQ: GER 303 or 307.

401 The Age of Goethe (3) German literary doctrines and masterpieces of the periods of Enlightenment, Storm and Stress, and Classicism. PREREQ: GER 202 or equivalent.

403 20th-Century German Masterpieces (3) An in-depth analysis of the prose works of three major 20th-century German writers, including Kafka, Mann, Hesse, Anna Seghers, and Christa Wolf. A close reading of these works will consider such narrative techniques as point-of-view, ambiguity, and irony as well as such German intellectual and artistic contributions as Expressionism, psychoanalysis, and the Bildungsroman. Taught in conjunction with EGE 403.

404 German Artists as Social Conscience: Postwar German Literature and Film (3) An examination of the political and social issues of contemporary Germany through an analysis of literary and cinematic texts. Discussion topics include the Holocaust, Nazism, the Second World War, the Economic Miracle, the Cold War, terrorism, the feminist and peace movements, atomic warfare, and German reunification and its aftermath. Taught in conjunction with EGE 404.

W 405 A Survey of German Film (3) An analysis of German films from Expressionism to the present. Films will be examined in terms of their political and social context and as works of art. Directors include Fritz Lang, Murnau, Wiene, Fassbinder, Herzog, Schlondorff, von Trotta, and Wenders. Taught in conjunction with EGE 405.

407 German Lyric Poetry (3) Modern German poetry of pre- and post-World War II.

408 Modern German Drama (3) A study of the various trends of 20th century German drama in the Federal Republic, the former GDR, Switzerland, and Austria, with a focus on expressionism, epic theater, and documentary theater. Taught in conjunction with EGE 408.

◆ 410 Independent Studies in German Language (3) Topics for advanced students only. PREREQ: Permission of instructor.

◆ 411 Seminar in German (3) Independent study and research for upper-division students. Topics announced annually by the German faculty. PREREQ: Permission of instructor.

◆ 412 Seminar in German (3) Independent study and research for upper-division students. Topic announced annually by the German faculty. PREREQ: Permission of instructor.

413 Impact of the Holocaust on Literature and Film (3) This course studies causes and effects of the Holocaust through literary, philosophical, and cinematic works of post-war Europe and America. Taught in conjunction with EGE 409.

Offerings in English (EGE): Interdisciplinary and Culture Cluster Courses

F I EGE 322 German Civilization (3) An analysis of the major contributions of German civilization to western culture in the areas of art, music, science, and literature. No knowledge of German required.

F I EGE 323 Austrian Civilization 1848-1938 (3) An interdisciplinary study of Austrian civilization, focusing on Vienna 1848-1938. The relationship of selected cultural and intellectual developments to their political and social contexts. This course employs the perspective of many disciplines but is specifically concerned with the humanities and visual arts.

F EGE 403 20th-Century German Masterpieces (3) An in-depth analysis of the prose works of three major 20th-century German writers, including Kafka, Mann, Hesse, Anna Seghers, and Christa Wolf. A close reading of these works will consider such narrative techniques as point-of-view, ambiguity, and irony as well as such German intellectual and artistic contributions as Expressionism, psychoanalysis, and the Bildungsroman. No knowledge of German required.

F EGE 404 German Artists as Social Conscience: Postwar German Literature and Film (3) An examination of the political and social issues of contemporary Germany through an analysis of literary and cinematic texts. Discussion topics include the Holocaust, Nazism, the Second World War, the Economic Miracle, the Cold War, terrorism, the feminist and peace movements, atomic warfare, and German reunification and its aftermath. No knowledge of German required.

F W EGE 405 A Survey of German Film (3) (arts elective course) An analysis of German films from Expressionism to the present. We shall examine the films in terms of their political and social context and as works of art. Directors include Fritz Lang, Murnau, Wiene, Fassbinder, Herzog, Schlondorff, von Trotta, and Wenders. No knowledge of German required.

F EGE 408 Modern German Drama (3) A study of the various trends of 20th century German drama in the Federal Republic, the former GDR, Switzerland, and Austria, with a focus on expressionism, epic theater, and documentary theater. Taught in English. No knowledge of German required.

F EGE 409 Impact of the Holocaust on Literature and Film (3) This course studies the causes and effects of the Holocaust through literary, philosophical, and cinematic works of post-war Europe and America. No knowledge of German required.

ANCIENT GREEK

Symbol: GRE

101-102 Elementary Greek I-II (3) (3) Forms, grammar, and idioms of Attic and Koine Greek. Readings in Septuagint and New Testament Greek.

201 Intermediate Greek I (3) Readings in Socratic dialogues of Plato.

202 Intermediate Greek II (3) Homeric prosody and grammar. Reading of selected portions of the Homeric Poems.

◆ 301-302 Greek Reading I-II (3) (3) Readings in prose and verse. Authors usually selected by genre.

ANCIENT HEBREW

Symbol: HBW

101-102 Elementary Biblical Hebrew I-II (3) (3) Forms, grammar, and idioms of Biblical Hebrew. Selected readings.

201-202 Intermediate Biblical Hebrew I-II (3) (3) Readings in the prose and poetic documents of the Biblia Hebraica.

ITALIAN

Symbol: ITA

101-102 Elementary Italian I-II (3) (3) Intensive drill, in class and in the language laboratory, with pronunciation, intonation, and basic linguistic patterns. Introduction to Italian culture through basic dialogues and easy-reading texts.

201-202 Intermediate Italian I-II (3) (3) Review of Italian grammar and syntax. Introduction to Italian literature through short readings of intermediate difficulty. Composition and conversation in Italian based on reading assignments. Language laboratory for remedial drill. PREREQ: ITA 102 or equivalent.

301-302 Advanced Italian Grammar and Conversation I-II (3) (3) Review and mastery of Italian grammar, with special emphasis on syntactic structure and stylistics, along with intensive oral drills to develop proficiency in listening comprehension and speaking ability.

321 Italian Culture (3) An overview of Italian geography, history, and regional cultures, along with its literary, philosophical, scientific, and artistic manifestations and contributions to the world.

360 Italian Cinema (3) A history of Italian cinema, as seen through representative works of each period/movement.

400 Survey of Italian Literature (3) High points in Italian literature, touching upon the most important writers from the beginning to the present day.

401 Introduction to Dante, Petrarca, and Boccaccio (3) A general discussion on the importance and influence of these writers on Italian and European literature and thought, as seen through some of their representative works.

402 Contemporary Italian Literature (3) A survey of contemporary Italian authors through some representative selections of their works.

◆ 410 Independent Studies in Italian Language and Literature (3) Special topics for advanced students only. PREREQ: Permission of instructor.

◆ 411 Seminar in Italian I (3) Independent study and research for upper-division students. Topics announced annually by the Italian faculty. PREREQ: Permission of instructor.

◆ 412 Seminar in Italian II (3) Independent study and research for upper-division students. Topics announced annually by the Italian faculty. PREREQ: Permission of instructor.

Offerings in English (EIT): Culture Cluster Courses

F EIT 321 Italian Culture (3) (In English) An overview of Italian geography, history, and regional cultures, along with its literary, philosophical, scientific, and artistic manifestations and contributions to the world.

F EIT 360 Italian Cinema (3) (In English) A history of Italian cinema, as seen through representative works of each period/movement.

LATIN

Symbol: LAT

101-102 Elementary Latin I-II (3) (3) Forms, syntax, and idioms of classical Latin. Selected readings.

201 Cicero (3) Selections from the orations, letters, and essays. PREREQ: LAT 101 and 102, or two years of secondary school Latin.

202 Vergil (3) Reading and analysis of celebrated portions of the Aeneid. The nature of Latin epic poetry. PREREQ: LAT 201 or three years of secondary school Latin.

NOTE: LAT 202 or permission of instructor is the prerequisite for all following courses in Latin.

301 Teaching of Latin (3) Introduction to the problems, methods, and materials in the teaching of Latin. Observation and participation in K-12 Latin classrooms.

302 The Latin Lyric Poets (3) Latin lyric poetry through readings in Catullus, Carmina, Horace's Odes and Epodes. Practice in the composition of lyric poetry.

303 Advanced Latin Prose Composition (3) Required of Latin majors; open to other students accepted by the instructor. The complex syntactical structures of Latin of classical style. Translations of English into classical Latin.

304 The Latin Elegiac Poets (3) Latin elegiac poetry through readings in Ovid, Tibullus, Lygdamus,

W Writing emphasis course
◆ This course may be taken again for credit.
F Culture cluster
I Approved interdisciplinary course

Sulpicia, and Propertius. Practice in the composition of elegiac poetry.

◆ **305 Reading Course in Latin (3)** Open to Latin majors only. Area and content to be determined by the student's needs.

306 Roman Historians (3) Introduction to Roman historiography. Readings in Livy, Sallust, and Tacitus.

401 Roman Drama (3) Origins and development of Roman drama. Selected plays of Plautus, Terence, and Seneca.

402 Roman Philosophy (3) Introduction to Greek and Roman philosophy. Readings in Cicero, Tusculan Disputations, and Lucretius, De Rerum Natura.

403 Roman Satire (3) Origins and development of Roman satire. Readings in Horace, Persius, and Juvenal.

404 The Latin Novel (3) Readings in Petronius, Satyricon, and Apuleius, The Golden Ass. Lectures and discussions of the emergence of the novel as a literary form.

405 Medieval Latin (3) Prose and poetry from the fourth to the 17th centuries.

406 Latin Tutorial Course (3) Required of majors in Latin or Classics; open to other students accepted by the instructor. Introduction to the history of the alphabet; principles of historical and comparative linguistics, especially as applied to Greek and Latin; and history of the Latin language as seen in ancient authors and inscriptions.

◆ **410 Independent Studies in Latin Language and Literature (3)** Special topics for advanced students only. PREREQ: Permission of instructor.

◆ **411 Seminar in Latin (3)** Independent study and research for upper-division students. Topics announced annually by the Latin faculty. PREREQ: Permission of instructor.

◆ **412 Seminar in Latin (3)** Independent study and research for upper-division students. Topics announced annually by the Latin faculty. PREREQ: Permission of instructor.

PORTUGUESE

Symbol: POR

101-102 Elementary Portuguese I-II (3) (3) Fundamentals of Portuguese grammar, syntax, and pronunciation. Introduction to Brazilian heritage and culture through graded reading selections.

201-202 Intermediate Portuguese I-II (3) (3) Review and continuation of basic Portuguese with emphasis on vocabulary expansion and cultural insights through increased reading. Introduction to selected Portuguese and Brazilian authors. PREREQ: POR 102.

RUSSIAN

Symbol: RUS

101-102 Elementary Russian I-II (3) (3) Fundamentals of Russian language. Intensive practice in speaking, listening, reading, and writing to develop basic communication skills. Introduction to Russian culture through film and multimedia. No previous knowledge of Russian is required.

103 Intensive Elementary Russian I-II (6) Fundamentals of Russian language. Intensive practice in speaking, listening, reading, and writing to develop basic communication skills. This accelerated course meets five days per week and completes the 101-102 elementary sequence in a single semester. Introduction to Russian culture through film and multimedia. No previous knowledge of Russian is required.

201-202 Intermediate Russian I-II (3) (3) Review and refinement of communicative skills through continuing study of grammatical structures and vocabulary expansion. Composition and conversation based on writings of intermediate difficulty and film sources. Continuing study of Russian culture through film and multimedia. PREREQ: RUS 102 or 103.

203 Intensive Intermediate Russian I-II (6) Reinforcement and refinement of communicative skills through the continuing study and review of grammatical structures. Continuing study of Russian culture and life through film and multimedia. Course meets five days per week and completes the 201-202 sequence in a single semester. PREREQ: RUS 101-102 or 103.

NOTE: All advanced literature and civilization courses include lectures and discussion in the foreign language, and all student papers and examinations must be written in the foreign language.

301-302 Advanced Russian Grammar and Composition I-II (3) (3) The more complex grammatical and syntactical structures of the language, with particular attention to stylistics. Practice in writing compositions on a more advanced level, with emphasis on current usage. Russian culture through readings in the original. PREREQ: RUS 202, 203, or equivalent.

303-304 Advanced Readings in Russian Literature I-II (3) (3) Works of Russian literature are read and analyzed. Russian culture through readings in the original. PREREQ: RUS 202, 203, or equivalent.

305 Russian Civilization I (3) Russian literature in the original is read and analyzed. Russian culture through authentic readings. PREREQ: RUS 202, 203, or equivalent.

401 The Russian Novel (3) The Russian novel and literary trends of the 19th and 20th centuries. PREREQ: RUS 202, 203, or equivalent.

402 The Russian Drama (3) Works of the major dramatists of the 19th and 20th centuries. PREREQ: RUS 202, 203, or equivalent.

403 Russian Poetry of the 20th Century (3) A study of the principal Russian poets of the 20th century. Use of poetry reading to refine pronunciation. PREREQ: RUS 202, 203, or equivalent.

407-408 Advanced Oral Russian I-II (3) (3) Active work in the oral use of the language and phonetics to develop proficiency in listening comprehension and speaking in real-life situations. Work with contemporary Russian film and music resources. PREREQ: RUS 202, 203, or equivalent.

◆ **410 Independent Studies in Russian Language and Literature (3)** Special topics for advanced students only. PREREQ: Permission of instructor.

◆ **411 Seminar in Russian (3)** Independent study and research for upper-division students. Topics announced annually by the Russian faculty. PREREQ: Permission of instructor.

◆ **412 Seminar in Russian (3)** Independent study and research for upper-division students. Topics announced annually by the Russian faculty. PREREQ: Permission of instructor.

Offerings in English (ERU): Interdisciplinary and Culture Cluster Courses

F I W ERU 309 Russian Culture (3) (In English) An interdisciplinary course designed to acquaint students with Russian culture and life in Russia today. No knowledge of Russian required.

F ERU 310 The Literature of Russian (3) Survey of Russian culture from a literary and cinematographic perspective. No knowledge of the Russian language is required.

ERU 363 Russian and Soviet Film and Literature (3) A comparative approach to selected 20th century Soviet works of fiction, poetry, drama, and film.

SPANISH

Symbol: SPA

101-102 Elementary Spanish I-II (3) (3) Fundamentals of Spanish geared to facilitate the development of functional proficiency at the novice levels in listening, speaking, reading, and writing skills. Introduction to Spanish and Latin American culture through readings and discussion.

103 Intensive Elementary Spanish (6) Fundamentals of Spanish grammar, syntax, pronunciation, and communication skills. This is an accelerated course that meets five days per week and covers the equivalent of SPA 101–102 in a single semester. No prerequisite.

118 Spanish for Professional Development (3) Lower-level topics course with the content varying in response to the instructional focus, which ranges from "Doing Business in Latin America" to "Spanish for Hospital Nurses," among other topics. The specific instruction covered in the course is designed to address and meet the language and cultural needs and provide continuing education venues for area professionals.

201-202 Intermediate Spanish I-II (3) (3) Spanish with an emphasis on proficiency development at the intermediate level. Elements of grammar and pronunciation are introduced in class and via laboratory work. Literary and journalistic readings are utilized as a basis for writing assignments and class discussions in Spanish. PREREQ: SPA 102 or placement.

NOTE: All advanced courses above 202 include lectures and discussion in the language, and all student papers and examinations must be written in the language.

205 Intensive Intermediate Spanish (6) Reinforcement of communication skills through practice and review of grammatical structures. Composition and conversation, reading from a variety of genres. This is an accelerated course that meets five times per week and covers the equivalent of SPA 201–202 in a single semester. PREREQ: SPA 102 or 103 or placement.

250 Intensive Intermediate Spanish/Peru (3) An intermediate-level Spanish course thematically tied to ecological issues and given in conjunction with the Amazon Center for Environmental Education and Research (ACEER) summer trip to Peru.

301-302 Advanced Spanish Grammar and Conversation I-II (3) (3) Review and mastery of Spanish grammar, with special emphasis on syntactic structures and stylistics, along with intensive interaction to develop proficiency in listening comprehension and speaking ability. PREREQ: SPA 202 or placement.

304 Spanish Language Topics in the Community (3) Spanish for the professional in fields such as social work, immigration, criminal justice, law, and medicine. Emphasis on oral communication in specific, real-life situations. Some interpretation, translation, and writing or professional documents. PREREQ: SPA 301-302 or permission of instructor.

W 310 Business Topics in Spanish (3) Introduction to basic business concepts in Spanish in fields of management, banking, finance, accounting, marketing, and international business. No prior knowledge of business required. Practical course in oral communication. Some interpretation, translation, and writing of business documents. PREREQ: SPA 301-302 or permission of instructor.

313 Latin America on Film (3) The course screens several films about Latin America that address critical issues (history, politics, economy, religion, ethnic diversity, racial and gender discrimination) necessary to understand and appreciate Latin America culture.

315 Advanced Readings in Spanish (3) Introduc-

◆ This course may be taken again for credit
F Culture cluster
I Approved interdisciplinary course
W Writing emphasis course

tory readings of Spanish and Spanish-American works from a variety of sources, including literary texts. Special attention to improvement of grammar, and oral and written expression. PREREQ: SPA 301-302 or permission of instructor.

320 Cultures of Spain (3) Major contributions of Spain. Cultural, geographic, literary, philosophical, and artistic manifestations of the Hispanic world. PREREQ: SPA 301-302 or permission of instructor.

321 Cultures of Spanish America (3) Cultural, geographic, literary, philosophical, and artistic manifestations of the Hispanic-American world. PREREQ: SPA 315 or permission of instructor.

323 Language and Culture of Puerto Rico (3) (In Spanish) A study of the language and culture of Puerto Rico. Includes geography, history, immigration, and emigration. Emphasis on Puerto Rican Spanish language patterns and literature. Study of the mid-Atlantic Puerto Rican community. PREREQ: SPA 301-302 or permission of instructor.

330 Survey of Spanish Literature (3) Representative selections of Spanish literature from its beginning to the present. PREREQ: SPA 315 or permission of instructor.

331 Survey of Spanish-American Literature (3) Representative selections of Spanish-American literature from 1492 to the present. PREREQ: SPA 315 or permission of instructor.

365 Spanish Phonetics (3) Description and practice in the sounds of the Spanish language and its major dialectical differences. Comparative analysis with English. PREREQ: LIN 230 or LAN 327 and SPA 302.

375 Spanish for Heritage Speakers (3) This course is for students who learned Spanish in a nonacademic setting. The goal is to develop, challenge, and broaden the command of the four linguistic skills (listening, speaking, reading, and writing) to make students aware of cultural differences in the Spanish-speaking world. Upon successful completion, students will have enhanced their receptive (listening and reading) and productive (writing and speaking) performance.

400 Spanish Literature to 1550 (3) Spanish literature of the Middle Ages and Renaissance, including epic, early lyric, prose, and theater. PREREQ: SPA 330 or permission of instructor.

401 Spanish Literature of the Golden Age (3) Spanish literature of the 16th and 17th centuries: mysticism, drama, poetry, and the novel. PREREQ: SPA 330 or permission of instructor.

402 Spanish Drama of the Golden Age (3) Themes and traditions of the comedia. PREREQ: SPA 330 or permission of instructor.

404 Cervantes (3) Study of Don Quixote and Cervantes' contributions to world literature. PREREQ: SPA 330 or permission of instructor.

405 Modern Hispanic Literature (18th and 19th Centuries) (3) Spanish and Spanish-American thought, literature, and culture as revealed in outstanding works from the neo-Classical period to the end of the 19th century. PREREQ: SPA 330 or 331 or permission of instructor.

406 Modern Spanish Literature (3) A reading and evaluation of the literary and philosophical contributions of writers such as Unamuno, Baroja, Benavente, and Valle-Inclán. PREREQ: SPA 330 or permission of instructor.

407 20th Century Spain (3) Introduction to works that represent Spanish literature from the Civil War period to the present. Authors studied include Arrabal, Cela, Delibes, García Lorca, Goytisolo, Matute, Sender, and others. PREREQ: SPA 330 or permission of instructor.

408 Modern Hispanic Poetry (3) A survey of major authors and movements in Spanish and Spanish-American poetry of the 19th and 20th centuries. Authors include Vicente Aleixandre, Gustavo Adolfo Bécquer, Rubén Darío, José Espronceda, Federico García Lorca, Gabriela Mistral, and Pablo Neruda. Movements include Romanticism, Modernism, and the avant-garde. PREREQ: SPA 330 or 331 or permission of instructor.

410 Contemporary Spanish-American Prose Fiction (3) A focus on 20th-century prose fiction in Spanish America. The works of narratists such as Borges, Carpentier, Cortázar, Fuentes, and García Márquez will be examined closely, in light of Spanish-American cultural and literary modalities. PREREQ: SPA 331 or permission of instructor.

411 Hispanic Theater (3) A study of the theater as a reflection of social realities including the theater of the absurd; the dynamic of play and audience. The Spanish-American stage will be analyzed through its cultural, historical, and religious contexts. PREREQ: SPA 331 or permission of instructor.

412 Literature of the Hispanic Caribbean (3) An analysis of the literature of the Hispanic Caribbean, placing it in its historical, geographical, and cultural context through a survey of major authors and movements. PREREQ: SPA 331 or permission of instructor.

413 Hispanic Women Writers (3) An examination of the tradition of women writers and their works in Spain and Spanish America from the 17th century to the present. Includes fiction, poetry, and theater. PREREQ: SPA 330 or 331 or permission of instructor.

415 Spanish Cinema (3) Fictionalized perspectives of 20th century social realities since the Civil War. Discussion topics include social criticism, the situation of girls and women, the psychology of adolescence, forms of alienation, and traumatic experiences of the war. PREREQ: SPA 330 or 331 or permission of instructor.

444 Advanced Spanish Proficiency Development (3) This course provides intensive practice of advanced communications skills in speaking, listening, comprehension, writing, and reading, along with a review of Spanish grammar to foster proficiency development. Acquisition of cultural knowledge through a study of cultural products, perspectives, and practice. Course includes a language lab component. PREREQ: SPA 330 and 331, or permission of instructor.

◆ **456-457 Hispanic Literature, Language, and Culture Seminar I-II (3) (3)** Special topics for advanced students only, such as politics and literature in contemporary Latin America, the literature of discovery and conquest, the novel of the dictator, and Spanish literature during and after Franco. PREREQ: Permission of instructor.

Offerings in English (ESP): Interdisciplinary and Culture Cluster Courses

F I W ESP 300 Latin American Culture and Civilization (3) Cultural, geographic, literary, philosophical, and artistic manifestations of the Hispanic-American world. No knowledge of Spanish is required.

F ESP 305 Spanish Cinema: Nation and Gender (3) This course will investigate the ways in which films participate in and create debates about the relationship between national identification and gender. No knowledge of Spanish is required.

ESP 306 Representations of the Spanish Civil War (3) A study of how the political activism of women in Spain created debates about the relationship between national culture(s), society, politics, and "official" versions of history.

ESP 307 Spanish Women's Narrative (1936-2009) (3) An examination of contributions of Spanish women to cultural movements that have shaped Spain's national identity and history. Selections from novels, short stories, and poems.

F ESP 309 Latin America on Film (in English) (3) This course screens several films about Latin America, and it addresses critical issues (history, political, economic, religion, ethnic diversity, and gender and class discrimination) necessary to understand Latin American culture.

F ESP/CLS 311 Contemporary Latin American Narrative (3) An examination of Latin American narrative (short story, novella, novel, and testimonial literature). Spanish- and Portuguese-language writers from South and Central America, Mexico, and the Caribbean will be studied, from the period of magical realism (1950's and 1960's) through the present. They may include Isabel Allende, Jorge Amado, Miguel Angel Asturias, Jorge Luis Borges, Gabriel García Márquez, Clarice Lispector, Elena Poniatowska, and Luis Rafael Sánchez. No knowledge of Spanish is required.

F I W ESP 319 Civilization of Spain (3) A study of the origins and evolution of Spanish character, tradition, and thought. The interrelationship of its history and arts. The scope of its contribution to Western culture. No knowledge of Spanish is required.

F I ESP 324 Latinos in the U.S. (3) An interdisciplinary examination of Latinas/Latinos in the U.S. Course examines the changing cultural, historical, political, and economic situations of several Hispanic groups, including Central Americans, Cubans, Mexicans, and Puerto Ricans.

F ESP 333 Latina Writing (3) An examination of the literary works produced by Latinas in the 20th century. The study of this literature will include a cross-cultural approach that will elucidate sociopolitical themes emerging from the texts. No knowledge of Spanish is required.

F ESP/CLS 334 Politics and Economics in the Literatures of the Modern Americas (3) A comparative historical and literary examination of political and economic issues reflected in 20th century U.S. and Latin American literature. The study of representative texts of various genres will also elucidate issues of race, class, and gender. No knowledge of Spanish is required.

F J ESP/CLS 335 Latino Literatures in the U.S. (3) This course examines the history of Latino groups (e.g., Mexicans, Cubans, and South Americans) in the U.S. through literary texts written by Latinos, and studies the cultural, economic, and political experiences leading to their acculturation or alienation in mainstream America.

I ESP 362 New World: America (3) The impact the discovery, conquest, and colonization of the New World had on Europe is seen through diverse sources in literature, history, the arts, and related disciplines. Topics include the trans-Atlantic exchange of ideas and cultures, indigenous religions, ethic of conquest, evangelization, cartography, colonial science, changing views of humanity, and nature. Course includes a field trip and guest lecturers. No knowledge of Spanish is required.

F ESP 403 Introduction to Cervantes and Don Quixote (3) Reading the full text of Don Quixote. Important chapters and topics will be analyzed. Special emphasis given to problems of translation. No knowledge of Spanish is required.

◆ This course may be taken again for credit.
F Culture cluster
I Approved interdisciplinary course
W Writing emphasis course

COURSES COMMON TO ALL LANGUAGES

LAN 305 Introduction to Bilingual/Bicultural Education (3) Introduction to the history, philosophy, current status, and future directions of bilingual/bicultural education. Survey of materials, techniques, instructional processes, and instructional patterns. Overview of testing, placement, and pupil evaluation. PREREQ: Intermediate level proficiency in a second language and LIN 250 or equivalent.

LAN 327 Introduction to Linguistics for Language Majors (3) An introduction to applied linguistics structured to meet the needs of language majors and future world language teachers. Examples are drawn from the language(s) expertise of the students.

▲ ◨ 382 Teaching English Language Learners (ELL's) PK-12 (3) A study of issues and the application of techniques, strategies, and materials for meeting the needs of English Language Learners (ELL's) in inclusive classrooms. Emphases include sociocultural issues in education contexts, TESOL through the content area, linguistics, second language acquisition, the integration and application of the PA English Language Proficiency Standards PK -12 (ELPS), and current trends in second language teaching, learning, and assessment. Includes a field component. Crosslisted as ENG 382.

LAN 401 Teaching of Modern Languages: K-12 (3) Problems, methods, and materials of second language acquisition and teaching across levels. Observation and participation in K-12 classrooms. PREREQ: Completion of language courses through the advanced level and LIN 230.

LAN 403 Second Languages in the Elementary School (3) Techniques and materials used in teaching second languages in the elementary school. Practice in the application of these techniques and observation of language classes. PREREQ: Completion of the minor in the chosen language.

◆ LAN 411 Topical Seminar (3) Specialized studies in language and the teaching of languages.

LAN 425 Internship in Modern Languages (3-12) A structured and supervised experience for students wishing to enhance their language study directly in the workplace. Credits earned are based on time spent on the job. For approval, students must apply to the department chair or language section coordinator.

◨ LIN 211 Language Communities in the United States and Canada (3) Exploration and analysis of how aspects of language usage (dialect, "accent," bilingualism) relate to language-based discrimination in the U.S. and Canada generally. Emphasis is on bias, discrimination, and profiling based on race, class, gender, religious affiliation, and ethnicity. Examples will be drawn from mainstream media, including popular film and television.

LIN 230 (also ENG 230) Introduction to Linguistics (3) See ENG 230.

LIN 250 Psycholinguistics (3) Introduction to the study of relationships between language, generative models, communication theory, and learning theory. Major emphasis on natural language development and bilingualism.

I LIN 330 (also PHI 330) Introduction to Meaning (3) See PHI 330.

W LIN 360 (also PHI 360) Philosophy of Language (3) See PHI 360.

LIN 380 Language and Culture (3) Language as an aspect of culture, using linguistic-perceptual-cognitive categories; social and psychological aspects of language. PREREQ: LIN 230 or LIN 327, or permission of instructor.

◆ LIN 411-412 Seminar in Linguistics (3) (3) Specialized studies in linguistics. Topics announced annually. PREREQ: LIN 230 or LIN 372, or at least junior standing.

LIN 415 (also COM 415) General Semantics (3) See COM 415.

▲ Crosslisted course. Students may not take both courses for credit.
◨ Diverse communities course
◆ This course may be taken again for credit.

Liberal Studies Program

B.A. Liberal Studies – Arts and Sciences
B.S. Liberal Studies – Science and Mathematics
136 and 404 Main Hall
610-436-1096 or 610-436-2327
Alice Speh, *Director*

B.S. Liberal Studies – Professional Studies
144 Main Hall
610-436-3548
Bruce Norris, *Director*

The liberal studies program offers student-designed, interdisciplinary majors that provide an alternative to traditional baccalaureate degrees in specific academic areas. The liberal studies majors are intended to broaden the student's intellectual understanding and professional skills through a well-rounded, yet flexible degree program that combines courses in the areas of science, humanities, behavioral science, and the arts. The result is a curriculum that is suited to the individual student's personal academic and career goals.

After completing at least 30 semester hours, and after achieving a minimum GPA of 2.00, the student may request an interview with the director of the appropriate program for the purpose of planning a curriculum in one of the available tracks. Students may enter the liberal studies program from other majors of the University, or as transfers from other colleges, by the same process and by meeting the same requirements. It is University policy that no student, whether currently enrolled at West Chester or attempting to be admitted from another university, is permitted to enroll in the liberal studies arts and sciences, and science and mathematics programs after earning 80 semester hours. There is no limit on semester hours for students entering the professional studies track.

Three separate baccalaureate programs are available. The **bachelor of arts in liberal studies – arts and sciences** is designed for students interested in a well-rounded education emphasizing courses in the liberal arts. The **bachelor of science in liberal studies – science and mathematics** allows students to pursue courses in four different scientific disciplines, while also incorporating liberal arts courses to create a broad curriculum. The **bachelor of science in liberal studies – professional studies** provides students the capability to design a career-centered curriculum that may not be available at the University. The course of study includes the student's selection of two academic minors, one of which must be a program offered by one of the four professional colleges (Business and Public Affairs, Education, Health Sciences, or Visual and Performing Arts).

BACHELOR OF ARTS IN LIBERAL STUDIES — ARTS AND SCIENCES TRACK

120 semester hours

1.	General ed. requirements, see pages 38–44 (MAT 105, 121, or a calculus course)	48 semester hours
2.	Language (Students must show competency through the 202 level.)	0-12 semester hours
3.	Liberal studies breadth requirements (natural and computer sciences, behavioral and social sciences, humanities and communications, and the arts)	24 semester hours
4.	Liberal studies electives of the student's choice at the 300 and 400 level	30 semester hours
5.	At least one minor offered by the College of Arts and Sciences, the School of Music, or by the departments of Economics, Geography, or Political Science	
6.	Electives to total 120 semester hours	

Students in the bachelor of arts track have the option of using up to six semester hours of their liberal electives as senior thesis (LST 490) credits. Interested students should consult with the program director well before earning 80 semester hours about procedures for pursuing the senior thesis.

BACHELOR OF SCIENCE IN LIBERAL STUDIES — SCIENCE AND MATHEMATICS TRACK

120 semester hours

1.	General ed. requirements, see pages 38–44 (MAT 105, 121, or a calculus course)	48 semester hours
2.	Liberal studies breadth requirements (behavioral and social sciences, humanities and communications, and the arts)	15 semester hours

3. Science and mathematics cognate requirements. Seven to nine semester hours in any four of the following areas: biology (BIO 110 or above), chemistry (CHE 103 and CRL 103 or above), geology/astronomy (above ESS 111), mathematics or computer science (MAT 110 or above, or CSC 110 or above), and physics (PHY 130 or above) 32 semester hours
4. Liberal studies electives of the student's choice at the 300 and 400 level 20 semester hours
5. At least one minor selected from the departments of Biology, Chemistry, Computer Science, Geology and Astronomy, Mathematics, or Physics
6. Electives to total 120 semester hours

Students in the math and science track have the option of using up to six semester hours of their liberal studies electives as senior thesis (LST 490) credits. Interested students should consult with the program director well before earning 80 semester hours about procedures for pursuing the senior thesis.

BACHELOR OF SCIENCE IN LIBERAL STUDIES — PROFESSIONAL STUDIES TRACK

120 semester hours

1. General ed. requirements, see pages 38–44 48 semester hours
2. Two minors:

Minor A minimum 18 semester hours

Must be an academic minor offered by the colleges of Business and Public Affairs, Education, or Health Sciences, or the following minors from the College of Visual and Performing Arts: dance, jazz studies, music, or music history.

Minor B minimum 18 semester hours

Can be chosen from any academic minor offered.

3. Professional studies breadth courses 15 semester hours

Includes three credits each in science, behavioral and social science, humanities, and six additional credits from these areas and/or the arts

4. Professional studies electives 30 semester hours

Student's choice at the 300 level or higher. Includes credits taken to fulfill minor requirements.

5. Electives to total 120 semester hours (includes credits taken to fulfill minor requirements)

Minor in African American Studies 18 semester hours

1. Required courses 9 semester hours

COM 250, HIS 373, and SWO 225

2. Electives 9 semester hours

Students may choose courses from the list provided by the department; however, only one course may be used out of the African American literature minor.

COURSE DESCRIPTION LIBERAL STUDIES

Symbol: LST

490 Senior Thesis (3-6) Directed research in an interdisciplinary subject of the arts and sciences. For students in the bachelor of arts and bachelor of science tracks. PREREQ: Permission of the director of liberal studies.

Department of Literacy

108B Recitation Hall
610-436-2877
Sunita Mayor, *Chairperson*

PROFESSORS: Beeghly, Darigan

ASSOCIATE PROFESSORS: Caroff, Flanigan, Greenwood, Mayor, Szabo

ASSISTANT PROFESSORS: Santori, Schugar, Smith

INSTRUCTOR: Gordon

The Department of Literacy offers literacy courses required in the early childhood education, elementary education, secondary education, and special education programs. Students desiring a more thorough background in reading instruction may choose a reading minor. The department also offers courses in college reading and study skills for any University student.

All field placements for courses are arranged in conjunction with the Department of Early and Middle Grades Education and Department of Special Education. Students are not to solicit placements. While student needs are considered in assigning placements, no particular placement can be guaranteed. West Chester University does not place students at religiously affiliated schools when public school placements are available. Transportation to and from field placements is the responsibility of the individual student.

Minor in Reading 18 semester hours

Students who wish to minor in reading must have the following: 48 credits earned at WCU with a cumulative GPA of 2.80. Transfer students must have 48 credits including a minimum of 12-18 credits earned at WCU with a cumulative GPA of 2.80. Students who fall below the minimum cumulative GPA required are permitted to retake, in accordance with University policy, course work in the minor that contributed to their fall below the required minimum cumulative GPA. Such students will not be permitted to take additional course work in the minor until they achieve the required minimum cumulative GPA.

1. Required courses 18 semester hours

EDR 307 or 308, 317 or 318, 321, 420, and 422 or 425

COURSE DESCRIPTIONS LITERACY

Symbol: EDR

Q20 Intermediate Level Reading (3) This intermediate level workshop will emphasize the development and improvement of college-level reading competencies. The course is designed to help the students improve their reading comprehension as well as effective study techniques and strategies. Additionally, vocabulary development, flexible reading rate, and critical reading will be taught in this course. (Credits earned in Q-level courses do not count toward the 120 hours of credit needed for graduation.)

100 College Reading and Study Skills (3) A course to develop reading and study skills such as comprehension, vocabulary, speed, remembering, concentration, taking notes, mastering a text assignment, and preparing for and taking examinations.

110 Developing Learning Skills (1) A course that reviews and develops specialized learning skills such as concentrating when studying, reading a textbook assignment, taking notes, and preparing for and taking examinations. Students who wish to review their study habits or who have special needs in the area of study skills should enroll in this course.

▲ **302 Teaching the Language Arts (3)** Study of teaching language skills in the elementary schools: listening, speaking, and writing. PREREQ: EDE 251. Crosslisted as EDE 302.

M3 304 Language Arts in Early Childhood PreK-4 (3) This course examines theories, issues, methods,

▲ Crosslisted course. Students may not take both courses for credit.

materials, and assessments for a developmental PK-4 language arts program. Integrating reading, writing, speaking, listening, viewing, and visually representing as tools for communication, discovery, and learning across the curriculum will be emphasized. PREREQ: EGP 220.

M-2 **306 Teaching Language Arts 4-8 (3)** This course is designed to study current trends integrating language arts across the curriculum in the middle-grade levels. Emphasis is placed on the connections between listening, speaking, writing, and reading. Instructional strategies that link reading, writing, and language across the curriculum will be explored. Appropriate language arts curriculum, including pedagogy for early adolescents will be addressed. PREREQ: MGP 220.

M-1 **307 Foundations in Reading PREK-4 (3)** This course is designed to prepare students for teaching using a balanced approach of various theoretical teaching models based on current research and knowledge. Through readings, lectures, and class activities, students will develop a solid understanding of the reading process and how to construct and manage a classroom environment that promotes optimal literacy learning. PREREQ: EGP 220.

M-2 **308 Foundations in Reading 4-8 (3)** This course is designed to prepare students for teaching reading in grades 4-8 using a balanced approach of various theoretical teaching models based on current research and knowledge. Through readings, lectures, and class activities, students will develop a solid understanding of the reading process and how to construct and manage a classroom environment that promotes optimal literacy learning. PREREQ: MGP 220.

▲ **309 Introduction to Language Arts (3)** The areas of listening, speaking, and writing are studied in depth. Knowledge, teaching, and evaluative techniques are addressed. Introduction to the reading process and the relationship of language to reading also will be studied. Crosslisted as ECE 309.

M-3 ▲ **311 Introduction to Reading Instruction (3)** An exploratory course investigating the reading process, language and learning theories, and their relation to reading. Historical scope and various programs of reading are studied and evaluated. Crosslisted as EDE 311. PREREQ: EDE 251 or HEA 206.

M-4 ▲ **312 Reading Instruction and Practicum (6)** Focus is on mastery of the teaching of developmental reading, early reading, and prereading experiences. The students learn how to plan, teach, and evaluate reading/thinking skills related to the instruction of reading in the elementary classroom. Students work in the public schools with small and large reading groups teaching various aspects of the reading lesson. Students also learn how to evaluate pupil performance and remediate minor reading problems. Crosslisted as EDE 312. PREREQ: EDE 200 and EDR/EDE 311.

313 Reading Instruction and Practicum in the Secondary Schools (6) Focus is on the mastery of teaching reading in the middle and secondary schools. Students will study the role of the teacher as well as learn how to sequence both developmental and content area readings.

▲ **315 Developmental Reading for the Handicapped Child (3)** The focus of this course is the study of the reading process and its relation to language development, motivation and methodology for developmental reading skills, reading programs and materials, problems in dealing with handicapped children, and practicum in reading instruction. Special education majors only. Crosslisted as EDE 315.

M-1 **317 Teaching Reading and Field Experience Grades K-4 (6)** The teaching of reading and its mastery is the focus of this course. Students apply knowledge of theories and practices in supervised field placements in schools with children in grades K-4. Tutoring of individual children and small groups is integrated with planning and evaluation of lessons and activities as well as remediation. PREREQ: EDR 304 and 307; EGP 220.

M-2 **318 Reading Instruction and Practicum 4-8 (6)** This is a field-based course designed to enable its participants to review, practice, and investigate various approaches to planning, teaching, and evaluating literacy practices within the context of a grade 4-8 school setting. PREREQ: EDR 306 and 308; MGP 220.

M-3 **321 Assessment and Instructional Interventions in Reading and Language Arts (3)** This course examines current theories and practices for assessing literacy performance. Students learn to apply knowledge by designing and implementing literacy interventions tailored to specific needs and diverse educational environments. PREREQ: EDR/EDE 311 or permission of instructor.

323 Reading Disabilities: Identification, Assessment, and Intervention (3) This course is designed to help students gain a deeper understanding of specific reading disabilities. The course will focus on types of reading disabilities, methods of assessment, intervention plans, and effective instructional and motivational techniques for students with complex literacy difficulties. Individual and small group instruction as well as classroom accommodations will be addressed.

M-4 ▲ **325 Teaching Reading and Field Experience (Primary Grades) (6)** The teaching of reading and its mastery is the focus of this course. Students apply knowledge of theories and practices in supervised field placements in schools with children 5-8 years of age. Tutoring of individual children and small groups is integrated with planning and evaluation of lessons and activities as well as remediation. Crosslisted as ECE 325. PREREQ: EDR/ECE 309.

▲ **341 Inclusion and Reading in the Content Area (3)** The course is co-taught by special education and literacy faculty. It will help prepare secondary education and special education to teach all students effectively, including those with disabilities, in general-education, content-specific settings. Practical guidelines, content literary strategies, and adaptations will be emphasized to prepare pre-educators to meet the academic, social, and affective needs of all students in the inclusive secondary classroom. Crosslisted as EDA 341. PREREQ: EDF 300 or HON 312 and EDP 250.

M-5 **345 Literacy Development and Students with Disabilities (3)** This course is designed to help students understand literacy acquisition and development for students with disabilities as defined by I.D.E.A. The course will focus on the challenges that reading and writing pose for students with disabilities and resulting appropriate assessment and instructional techniques. Content area literacy for students with disabilities will be addressed. PREREQ: EDR 304 and 307 or EDR 306 and 308.

347 Literacy Development and Secondary Students with Disabilities in Inclusive Classrooms (3) This course is designed to help students understand literacy acquisition and development for students with disabilities. The focus is on designing appropriate assessments and instruction. This course will give content area teachers the knowledge and skills needed to support optimal content literacy growth and collaborate with other professionals working with students with disabilities.

420 Content Area Reading (3) This course examines content area literacy as an integrated knowledge base used for learning with text across the curriculum. Strategies and practices, including the use of technology, for enhancing reading and learning in the content areas will be explored. Considerations for environmental, linguistic, cultural, and cognitive diversity will be included. PREREQ: EDR/EDE 311 or EDR/EDE 309, and formal admission to teacher education (for students in teacher education programs).

M-4 ◆ **422 Seminar in Reading (3)** Intensive study of some current, major developments in reading related to elementary education. Topics announced in advance. PREREQ: Permission of instructor.

M-4 ▲ ◆ **423 Seminar in Communications Skills (3)** Intensive study of some current, major developments in communications skills (language arts) related to elementary education. Topics announced in advance. Crosslisted as EDE 423. PREREQ: Permission of instructor.

425 Teaching Multimodal Literacies (3) Participants will learn about expanding forms of print and electronic literacy that encompass three categories of "new literacies," specifically, information literacy, critical literacy, and literacy as global and social practice. They will explore theories, research, and methodologies associated with these literacies and develop curricula that incorporate them. PREREQ: EDR 306, 308, 318, and 420.

M-4 ▲ **458 Language Arts/Reading for the Unique Child (3)** An open-ended course to help students understand and plan instructional programs for the linguistically different, the gifted, and those with special needs. The students will examine various strategies, techniques, management, and viable programs for teaching these children language arts and reading. Crosslisted as EDE 458.

M-2 Open to middle grades preparation majors and/or reading minors

M-1 Open to early grades preparation majors and/or reading minors

▲ Crosslisted course. Students may not take both courses for credit.

M-3 Open to elementary education and special education majors and/or reading minors

M-4 Open to early childhood and elementary education majors and/or reading minors

M-5 Open to early grades and middle grades preparation majors only

◆ This course may be taken again for credit.

Department of Management

312B Anderson Hall
610-436-2304
Charles McGee, Chairperson

PROFESSORS: Callanan, Chu, Snow, Thomas

ASSOCIATE PROFESSORS: Leach, McGee, Selvanathan, Zimmerman

ASSISTANT PROFESSORS: Perri, Rotenberry, Zhu

The primary objective of the Department of Management is to provide students with the skills required to manage business and public organizations effectively.

To accomplish this objective, the faculty of the Department of Management will strive

(1) to inculcate in the student the ability to reason analytically and critically and enhance information literacy;

(2) to increase the student's awareness of the concepts and terms used in current managerial practice;

(3) to increase the student's awareness of the international dimension of business;

(4) to increase the student's skills in written and verbal communication;

(5) to increase the student's ability to use quantitative methods and technology to analyze a business problem;

(6) to give the student experience in working productively as part of a team;

(7) to increase the student's ability to analyze ethical issues in business practice.

The Department of Management offers a B.S. in business management, which focuses on functions required to make a group of people work effectively together as a unit. These functions include planning, organizing, staffing, directing, and controlling.

All freshmen and those transfer students who have not completed the required courses will be admitted to the pre-business program.

BACHELOR OF SCIENCE – BUSINESS MANAGEMENT

120 semester hours

1. General ed. requirements, see pages 38–44 — 48 semester hours
   (includes ECO 111*; MAT 105* or 107* or 108* or 110* or 161*; PHI 101 or 150 or 180; SPK 208* or 230*; and nine semester hours of student electives)
2. Business core — 36 semester hours
   ACC 201*, 202*; BLA 201*; ECO 112*, 251*, 252*; FIN 325*; MGT 200*, 313*, 341*, 499*; and MKT 325*
3. Other courses required — 6 semester hours
   ENG 368*; MAT 108 or 161 (If either of these MAT courses is completed with a grade of C, then a free elective may be substituted.)
4. Management major courses — 18 semester hours
   INB 300*; 321*, 431*, and 498*; MIS 300*
5. Business electives — 9 semester hours
   300-level or above courses in ACC, BLA, ECO, FIN, INB, MGT, MIS, MKT, GEO 325 or 425
6. Free electives — 6 semester hours

A minimum of 30 credits in business courses must be completed at West Chester University, with a minimum of 15 of these credits in 300–400 level MGT, MIS, or INB courses.

Students (internal and external transfers, including pre-business and undeclared) may apply for the major after completion of 45 credits with a minimum overall GPA of 2.50. In addition, they must have completed the following courses with a C or better: ACC 201; ECO 111, 112, and 251; MAT 105 (or higher); MGT 200; passed MAT 108; and have successfully completed an Excel proficiency test. To progress in the management major, students must maintain a 2.50 overall GPA. To graduate, students must have a 2.50 overall GPA.

All pre-business and undeclared majors may not schedule 300-400 level business courses.

Minor in International Business — 24 semester hours

1. Required courses* — 15 semester hours
   INB 300, INB 469
   Two courses (at the 200 level) from the Department of Languages and Cultures
2. One course from the list of electives related to the language chosen
3. Electives* — 9 semester hours
   Students may choose three courses from the list approved by the department.
   See adviser for course selection.

Only students accepted into the accounting, economics, finance, management, and marketing majors or departmental minors may register for 300-level business classes.

All pre-business students (internal and external transfers) may apply for the major or minor after completion of 45 credits with a minimum overall GPA of 2.50. In addition, they must have completed the following courses with a C or better: ACC 201; ECO 111, 112, and 251; MAT 105 (or higher); and MGT 200; and passed MAT 108. Finally, they must pass the Excel proficiency test. To progress in the management major program, students must maintain a 2.50 overall GPA. To graduate, students must have a 2.50 overall GPA and a 2.50 GPA in their major course work (as defined by each program).

*A minimum grade of C must be attained in these courses.

COURSE DESCRIPTIONS MANAGEMENT

Symbol: MGT

100 Introduction to Business (3) Survey of the structure and function of the American business system. Topics covered include forms of business organization, fundamentals of management, fundamentals of marketing, basic accounting principles and practices, elements of finance, money and banking, business and government, and careers in business. Open to nonbusiness majors.

W 200 Principles of Management (3) Introduction to the principles and functions of management. Examines the management process, organizational theory, planning, decision making, motivation, and leadership in supervisory contexts. PREREQ: ECO 111.

313 Business and Society (3) An analysis of the social, political, legal, environmental, and ethical problems faced by business firms. PREREQ: MGT 200.

321 Organization Theory and Behavior (3) Study of the theoretical foundations of organization and management. The system of roles and functional relationships. Practical application of the theory through case analysis. PREREQ: MGT 200.

333 Labor Relations (3) Rise of the American labor movement. Labor legislation. Collective bargaining arrangements. Procedures in settling labor disputes. Organized labor's policies and practices. PREREQ: MGT 200.

341 Production and Operations Management (3) Methods analysis, work measurement, and wage incentives. Production process and system design. Plant location, layout, sales forecasting, inventory, production, and quality control, to include statistical aspects of tolerances, acceptance sampling, development of control charts, PERT, and cost factors. PREREQ: ECO 252 and MGT 200.

431 Human Resource Administration (3) Study of a well-planned, properly executed, and efficiently evaluated approach to manpower recruitment, screening, usage, and development. Case analysis and/or experiential exercises to illustrate the concepts used. PREREQ: MGT 200 or permission of instructor.

441 Introduction to Management Science (3) Business problems in production, inventory, finance, marketing, and transportation translated into application of scientific methods, techniques, and tools to provide those in control of the system with optimum solutions. PREREQ: MGT 341 or permission of instructor.

451 Systems Management (3) Application of systems theory and principles to the operation of contemporary organizations with emphasis on nonquantitative methods of analysis. PREREQ: MGT 321.

W Writing emphasis course

471 Entrepreneurship (3) Organization of a business venture with emphasis on risk, requirements, roles, and rewards. Students develop a simulated venture, with oral and written report. PREREQ: ACC 201 and 202, FIN 325, MGT 200, MKT 325, or permission of instructor.

◆ **483 Management Internship (3)** The management internship is designed to enhance the student's educational experience by providing a substantive work experience in the business world. PREREQ: Internship program coordinator's approval.

486 Management Internship (6) The management internship is designed to enhance the student's educational experience by providing a substantive work experience in the business world. PREREQ: Internship program coordinator's approval.

◆ **487 Special Topics in Management (3)** This course deals with current concepts in management not covered by existing courses. The course content is determined at the beginning of each semester. PREREQ: MGT 200.

◆ **488 Independent Studies in Management (1-3)** Special research projects, reports, and readings in management. Open to seniors only. PREREQ: Instructor's approval.

W **498 Seminar in Management (3)** Students are engaged in reading and research on current developments in management. Research project is required to help expand and deepen the horizons of the participants. PREREQ: MGT 313, 321, 341, 431, and MIS 300.

W **499 Business Policy and Strategy (3)** A capstone course for all business majors, requiring students to integrate and apply multidisciplinary knowledge and skills in actively formulating improved business strategies and plans. Case method predominates. Written reports. PREREQ: BLA 201, FIN 325, MGT 200, and MKT 325.

MANAGEMENT INFORMATION SYSTEMS

Symbol: MIS

300 Introduction to Management Information Systems (3) A comprehensive introduction to the role of information systems in an organizational environment. This course focuses on transforming manual and automated data into useful information for managerial decision making. PREREQ: MGT 200.

301 Introduction to Business Software (3) The goal of this course is to teach business majors the uses of standard business software for solving standard business problems. The focus is on spreadsheets and presentation software systems.

451 Systems Analysis and Design (3) The course develops the necessary skills for analysis of organizational environments in light of information system needs, as well as the skill to design such systems. PREREQ: MIS 300.

453 Decision Support Systems (3) This course is an advanced presentation of the role of management information systems in the special support needs of managers for aiding decision making. PREREQ: MIS 300 and 451.

INTERNATIONAL BUSINESS

Symbol: INB

300 Introduction to International Business (3) Analysis of international business transactions in large and small businesses, multinational and domestic. Functional emphasis on multinational environment, managerial processes, and business strategies. PREREQ: MGT 200.

469 International Management Seminar (3) Study of issues confronting executives as they plan, organize, staff, and control a multinational organization. Lectures, case analysis, and outside projects with local firms engaged in, or entering, international business will be utilized. PREREQ: INB 300 and MGT 200.

◆ This course may be taken again for credit.
W Writing emphasis course

Department of Marketing

312B Anderson Hall
610-436-2304
Paul Arsenault, *Chairperson*

PROFESSORS: Arsenault, Christ

ASSOCIATE PROFESSORS: Gault, Phillips, Redington, Tomkowicz

The department strives for the curriculum to provide students with the ability to

- identify and apply individual customer and marketing needs to a marketing situation;
- develop an understanding of the ethical concerns on marketing decisions;
- use an appropriate business tools and process to develop, analyze, and communicate information;
- develop an awareness of the impact of global diversity on marketing decisions;
- effectively communicate information of a business nature through written presentations;
- effectively communicate information of a business nature and engage audiences (small and large) through oral presentations;
- effectively interact with others as part of a team;
- possess the requisite knowledge and tool sets of the marketing discipline;
- appropriately be able to acquire and evaluate information to solve a marketing problem.

All freshmen and those transfer students who have not completed the required courses will be admitted to the pre-business program.

BACHELOR OF SCIENCE — MARKETING

120 semester hours

1. General ed. requirements, see pages 38–44 — 48 semester hours
   (Includes ECO 111*; MAT 105* or 107* or 108* or 110* or 161*; PHI 101 or 150 or 180; SPK 208* or 230*; and nine semester hours of student electives)
2. Business core — 33 semester hours
   ACC 201*, 202*; BLA 201*; ECO 112*, 251*, and 252*; FIN 325*; MGT 200*, 313*, 341*, 499*; MKT 325*
3. Other course required — 3 semester hours
   MAT 108 or 161 (If either of these MAT courses is completed with a grade of C or better to fulfill general requirements, then a free elective may be substituted.)
4. Major concentration courses — 18 semester hours
   MKT 340*, 350*, 360*, 425*, 440*, and two additional 300-level or above MKT* courses, of which only one course can be MKT 460
5. Business electives — 3 semester hours
   300-level or above courses in ACC, BLA, ECO, FIN, INB, MGT, MIS, MKT, ENG 368, GEO 325 or GEO 425
6. Free electives — 9 semester hours

A minimum of 15 credits in 300–400 level MKT courses and a minimum of 30 credits in business courses must be completed at West Chester University.

Only students accepted into the accounting, economics, finance, management, and marketing majors or minors may register for 300-level business classes.

All pre-business students (internal and external transfers) may apply for the major or minor after completion of 45 credits with a minimum overall GPA of 2.50. In addition, they must have completed the following courses with a C or better: ACC 201; ECO 111, 112, and 251; MAT 105 (or higher); MGT 200; and passed MAT 108. To progress in the marketing major, students must maintain a 2.50 overall GPA. To graduate, students must have a 2.50 overall GPA and a 2.50 GPA in their major course work (as defined by each program).

*A minimum grade of C must be attained in each of these and all MKT courses.

COURSE DESCRIPTIONS

LAW

Symbol: BLA

201 The Legal Environment of Business (3) Examines the framework of the American legal system and its impact on the environment in which business operates. Sources of law, including constitutional, statutory, administrative, and common law principles, that define the relationships between government and business; buyers and sellers of goods and services; and employers and employees are discussed.

302 Special Subjects in Business Law (3) In-depth coverage of the legal topics of contracts and sales. It is intended as a partial preparation for the uniform Certified Public Accountant (CPA) examination and thus provides students with an adequate knowledge of the most widely examined subjects. Provides marketing students with a detailed knowledge of the legal topics that they will use in their careers and covers basic legal topics highly useful to management majors and all persons engaged in business.

◆ **303 Legal Problems in Business (3)** Special legal problems in business will be considered at length, such as consumer credit regulation, insurance, personal law relating to decedent's estates and Social Security, preparation for the CPA examination, etc. This course may be taken more than once (but not more than three times) for credit if the subject matter of the course is not duplicated.

MARKETING

Symbol: MKT

200 Survey of Marketing (3) Examines the impact of marketing systems in producing a standard of living in local and global economies. Topics include the structure and functions of marketing within an organization, the role of customers, and the competitive, political/legal/regulatory, economic, social-cultural, and technological environments in which these systems operate. May not be taken for credit after completion of any other marketing course. Open to nonbusiness majors.

325 Marketing Management (3) Study of the processes involved in planning and managing marketing activities in organizations. Emphasis on case studies and applications of the decision-making process. PREREQ: ACC 201, ECO 112 and 251, MAT 105 or 107 or 108 or 161.

330 Consumer Behavior (3) Foundations of consumer behavior. Market structure and consumer behavior, purchase strategy and tactics, determinants and patterns of consumer behavior. An integrated theory of consumer behavior is sought. PREREQ: MKT 200 or 325 and permission of instructor.

340 Personal Selling (3) Analysis of the selling process applied to sales calls and sales strategies, communication, persuasion, motivation, ethics, interpersonal relationships, negotiations, and professionalism. Emphasis on case studies. PREREQ: MKT 200 or 325 and permission of instructor.

350 Advertising and Buyer Behavior (3) Develop a thorough understanding of buyer behavior and advertising processes from a client's (organizational) perspective. Topics will include what drives consumer decision-making processes; the requirements to develop effective advertising creative; how to request an agency to develop creative materials and then be able to critique the results; how consumers spend their available resources on consumption-related items; segmentation and other theories relevant to the consumer-buying process. PREREQ: MKT 200 or 325.

360 Marketing Research (3) Systematic definition of marketing problems, strategies for data collection, model building, and interpretation of results to improve marketing decision making and control. PREREQ: MKT 325.

370 Marketing and Technology (3) The purpose of this course is to familiarize students with the role technology now plays in the field of marketing. Virtually every area of marketing from identifying customers to designing products to promotion to delivery is now affected by technology. Moreover, marketing managers must not only be aware and understand these technological factors, but they must also know how to use them to gain competitive advantage. PREREQ: MKT 200 or 325.

404 International Marketing (3) Historical and theoretical background of foreign trade, world marketing environment and world market patterns, marketing organization in its international setting, and international marketing management. PREREQ: MKT 325.

406 Managing Sales (3) Source, technique, and theories applied to problems encountered in managing a sales force in the areas of administration, policy, organizational structure, personnel selection and evaluation, sales training, compensation, forecasting, establishing territories and quotas, and sales analysis. Emphasis on case studies. PREREQ: MKT 340 or permission of instructor.

410 Independent Studies in Marketing (1-3) Special research projects, reports, and readings in marketing. Open to seniors only. PREREQ: Permission of instructor.

425 Marketing Strategy and Planning (3) Application of the skills required for effective managerial decision making and communication using a team approach. Emphasis on case studies, computer simulations, and the development of a marketing plan; oral and written presentation of results. PREREQ: Senior standing and 12 credits in marketing, including MKT 325 and 360.

440 Senior Seminar in Marketing (3) Study and application of nonbusiness-specific readings from areas such as military strategy to current marketing topics: preparation of presentations by individual students and groups requiring active engagement of student peers; preparation of professional reports by individual students and groups. PREREQ: Senior standing and nine credits in marketing, including MKT 325 and 360.

** **460 Marketing Internship (3)** The marketing internship is designed to enhance the student's educational experience by providing a substantive work experience in the business world. A minimum of 180 hours of work in the internship is required. Students scheduling this course in the fall or spring semester are limited to a total of 15 semester hours. PREREQ: MKT 325 and permission of instructor and department chair.

** **461 Marketing Internship (6)** The marketing internship is designed to enhance the student's educational experience by providing a substantive work experience in the business world. A minimum of 360 hours of work in the internship is required. Students scheduling this course in the fall or spring semester are limited to a total of 15 semester hours. PREREQ: MKT 325 and permission of instructor and department chair.

490 Special Topics in Marketing (3) Special topics in marketing not covered under existing, regularly offered courses. PREREQ: MKT 325 and permission of instructor.

◆ This course may be taken again for credit.

** Majors may enroll for a maximum of six internship credits that may count toward graduation – two, three-credit or one, six-credit position. If enrolled in a three- or six-credit internship during the fall and spring semester, students may register for a maximum of 15 total semester credit hours (including the internship credits).

Department of Mathematics

25 University Avenue, Room 101
610-436-2440
Kathleen Jackson, *Chairperson*
Lisa Marano, Assistant *Chairperson*

PROFESSORS: Gallitano, Grosshans, Kerrigan, Rieger, Szymanski, Tan

ASSOCIATE PROFESSORS: Gallop, Glidden, Gupta, Jackson, Johnston, Marano, Moser, Parsell, Wolfson

ASSISTANT PROFESSORS: Bowen, Fisher, McClintock, McLaughlin, Nitica, Soltys, Sullivan, Zimmer

INSTRUCTORS: Gysling, Matus

The Department of Mathematics offers a program leading to the bachelor of arts degree in mathematics, a program leading to a bachelor of science degree in education, and a program leading to a bachelor of science in mathematics.

1. The B.A. in MATHEMATICS enables each student to receive the basic preparation for the career of his/her choice, such as college teaching, research, and service in industry and government. In all cases, the student receives a sound preparation for graduate study in the field of mathematics.
2. The B.S. in EDUCATION – MATHEMATICS focuses on a heavy concentration in mathematics while the student earns certification to teach mathematics on the middle, junior high, or senior high school levels.
3. The B. S. in MATHEMATICS provides students with a wide choice of career-oriented programs by allowing the declaration of a concentration in various branches of applied mathematics. The program is designed to position its graduates for a career in applied mathematics.

   Students enrolled in this program are required to declare a concentration. Current concentrations include actuarial science, statistics,

mathematics of finance, industrial mathematics, and computational mathematics. The concentration must be selected no later than the second semester of the sophomore year. Students generally spend most of the first two years taking core requirements common to all concentrations or certain prerequisites. Mathematics and cognates (courses in fields closely related to mathematics) required for a specific concentration are normally taken during the final two years of the program. The mathematics courses are aimed at linking the course content to applications in the real world. Cognates are aimed at demonstrating the pervasiveness and importance of mathematics in other applied-oriented disciplines.

The Student Handbook for Mathematics Majors should be consulted for current general and mathematics requirements.

BACHELOR OF ARTS — MATHEMATICS

120 semester hours

1. General ed. requirements, see pages 38–44 — 48 semester hours
2. Language requirement — 6 semester hours
   At the 200 level
3. Related requirements — 11 semester hours
   CSC 141* and PHY 170*–180
4. Major requirements — 25 semester hours
   MAT 161, 162, 200, 261, 311*, 411, 421, and 441
5. Electives in mathematics — 21 semester hours
   Selected from upper-division mathematics courses, one in each of the areas of algebra, analysis, and applied mathematics

Requirement of a Minor

Students in the B.A. degree program are required to complete either a minor or, with the approval of the student's adviser and the Department of Mathematics chairperson, an additional nine credit hours of upper-division mathematics. The discipline chosen for the minor will reflect a student's post-baccalaureate goals. The department recommends completing a minor in the natural sciences (astronomy, biology, chemistry, earth sciences, geology, and physics), computer science, economics, or finance, but other minors may be selected with the approval of the student's adviser and the mathematics chairperson.

All math major courses must be passed with a C- or better.

BACHELOR OF SCIENCE IN EDUCATION — MATHEMATICS

122 semester hours

1. General ed. requirements, see pages 38–44 — 48 semester hours
2. Mathematics requirements — 40 semester hours
   MAT 161*, 162, 200, 261, 311, 331, 350 (credited to professional education), 354, 401, 411, 414, 421, and 441
3. Professional education requirements — 35 semester hours
   EDA 103 and 303; EDR 347; EDP 359*; EDS 306 and 411-412; HIS 444; LAN/ENG 382*
4. Related requirements — 11 semester hours
   CSC 141* and PHY 170*-180
5. Electives in mathematics — 9 semester hours
   Selected from upper-division mathematics courses; at least one course in both applied mathematics and analysis

All math major courses must be passed with C or better.

All students seeking a B.S.Ed. must formally apply for admission to teacher education. (See "Teaching Certification Programs" in this catalog, pages 161-163.) Only those students formally admitted to teacher education will be eligible to enroll in MAT 350 and MAT 354.

BACHELOR OF SCIENCE — MATHEMATICS

120 semester hours

1. General ed. requirements, see pages 38-44 — 48 semester hours
2. Mathematics requirements — 22 semester hours
   MAT 161, 162, 200, 261*, 311, 319, 343, 362
3. Related cognates — 3 semester hours
   ENG 368 or 371 or 375
4. Concentration requirements
   A. Actuarial science concentration
      a. Required mathematics courses — 18 semester hours
         MAT 345, 403, 406, 421, 422; STA 311
      b. Related cognates — 15 semester hours
         ACC 201; ECO 111*, 112, 340; FIN 325, 350
      c. Free electives or internship — 14 semester hours
         Chosen under advisement
   B. Computational mathematics concentration
      a. Required mathematics courses — 15 semester hours
         MAT 151, 325, 413, 425, and one of MAT 427 or 443 or 493
      b. Related cognates — 12 semester hours
         CSC 141*, 142, 240, 241, 242
      c. Free electives and/or internship — 20 semester hours
         Chosen under advisement
   C. Industrial mathematics concentration
      a. Required mathematics courses — 12 semester hours
         MAT 425, 445, and two of MAT 325 or 413 or 427 or 443 or 493
      b. Related cognates — 14 semester hours
         CSC 141*; PHY 170*, 180, 240, 300, 350
      c. Free electives and/or internship — 21 semester hours
         Chosen under advisement
   D. Mathematical finance concentration
      a. Required mathematics courses — 12 semester hours
         MAT 406, 409, 421, and one of MAT 345 or 422
      b. Related cognates — 13 semester hours
         ACC 201; CSC 141*; ECO 111*, 112; FIN 325; and one of FIN 337 or 344; PHY 170*
      c. Free electives and/or internship — 22 semester hours
         Chosen under advisement
   E. Statistics concentration
      a. Required mathematics courses — 15 semester hours
         MAT 121, 345, 421, 422; STA 311
      b. Related cognates — 9 semester hours
         Three electives chosen from either pharmaceutical design, finance, economics, marketing, or computer science and approved by department chair
      c. Free electives and/or internship — 23 semester hours
         Chosen under advisement

Minor in Mathematics — 18 semester hours

Baccalaureate students may receive transcript recognition for a minor area of study in mathematics by completing four required courses and two electives selected from the approved list.

1. Required courses — 12 semester hours
   MAT 161, 162, 261, and 311
2. Approved electives — 6 semester hours
   Any two courses in mathematics with course numbers above 311 with the exception of those courses with a primary focus on teacher training or those courses restricted to students majoring in elementary education

In this minor, a student must earn a minimum grade of C- in each course and have an average of at least 2.0 over all courses taken in the minor.

Minor in Middle Grade Mathematics (4–8) — 21 semester hours

Required courses:
MAT 101, 102, 121, 312, 313, 351, and 352

In this minor, a student must earn a minimum grade of C- in each course and have an average of at least 2.0 over all the courses taken in the minor.

Advanced Placement Policy
Course credit for success on AP exams in mathematics is awarded as follows:

AP Test	Score on AP Test		
	3	4	5
Calculus AB	MAT 108	MAT 161	MAT 161
Calculus BC	MAT 161	MAT 162	MAT 162
Statistics	MAT 121	MAT 121	MAT 121

If placed in a calculus class because of an SAT score, the student must still pass a departmental examination administered during the first day of classes before being allowed to continue.

*Satisfies general education requirement.

COURSE DESCRIPTIONS MATHEMATICS

Symbol: MAT

Q00 Fundamentals of Algebra (3) This course aims at strengthening basic algebraic skills. A student (other than an early childhood, elementary, and special education major) with a math SAT score greater than or equal to 440 and less than 480 must successfully complete this course with a grade of at least C– before enrolling in a 100-level mathematics course. Credits earned in 000-level courses do not count toward the 120 hours of credit needed for graduation.

Q01 Fundamental Skills in Arithmetic (3) A course designed to strengthen basic arithmetic skills and to introduce the elements of algebra. Students, in general, are placed in MAT Q01 if their math SAT is less than 440. A student (other than an early childhood, elementary, or special education major) must complete this course and the subsequent course MAT Q00 with a grade of C– before enrolling in a 100-level mathematics course. An early childhood, elementary, or special education major with a math SAT score less than 480 must complete this course with a grade of at least C– before enrolling in MAT 101.

101 Mathematics for Teachers of Children I (3) Sets; functions; logic; development of whole numbers, integers, and rationals (including ratios, proportions, and percents); number theory; problem solving. For students seeking certification in grades PreK–4 or 4–8 only.

102 Mathematics for Teachers of Children II (3) Development of real numbers; geometry; measurement; probability and statistics; problem solving. For students seeking certification in grades PreK–4 or 4–8 only.

103 Introduction to Mathematics (3) This course is a liberal arts introduction to the nature of mathematics. Topics are chosen from among logic, graph theory, number theory, symmetry (group theory), probability, statistics, infinite sets, geometry, game theory, and linear programming. These topics are independent of each other and have as prerequisite the ability to read, reason, and follow a logical argument.

104 Introduction to Applied Mathematics (3) The course is designed to help prepare students to understand almost any quantitative issues they will encounter in contemporary society. Topics are selected from the following: principles of reasoning, problem-solving tools, financial management, exponential growth and decay, probability, putting statistics to work, mathematics and the arts, discrete mathematics in business and society, and the power of numbers.

105 College Algebra and Trigonometry (3) A unified course in algebra and trigonometry. PREREQ: High school algebra.

107 College Algebra (3) A thorough treatment of college algebra. Topics covered include the study of polynomial, exponential, and logarithmic functions, plus systems of linear equations. PREREQ: SAT score of 480 or above, or passing a placement exam, or obtaining at least a C- in MAT Q00.

108 Brief Calculus (3) An intuitive approach to the calculus of one and several variables with emphasis on conceptual understanding and practical application. PREREQ: C or better in MAT 105 or 107 or 110.

110 Precalculus (3) A preparation for MAT 161, Calculus I. Topics include polynomial and rational functions, algebra of functions, graphs of functions, transcendental functions, trigonometry, series, induction, and complex numbers.

121 Statistics I (3) Basic concepts of statistics. Frequency distributions, measures of central tendency and variability, probability and theoretical distribution, significance of differences, and hypothesis testing.

MTL 121 Statistics Lab I (1) Introduces the student to using and programming the computer to solve statistical problems and to aid the student in understanding statistical concepts.

122 Statistics II (3) Continuation of MAT 121. Inference about the means, standard deviations and proportions, goodness of fit, analysis of variance, regression analysis, correlation, and nonparametric tests. PREREQ: MAT 121.

151 Introduction to Discrete Mathematics (3) Set theory, Boolean logic, elementary combinatorics, proofs, simple graph theory, and simple probability.

161 Calculus I (4) Differential and integral calculus of real-valued functions of a single real variable, with applications. PREREQ: C or better in MAT 110 or math SAT score of 590 or better and successfully pass challenge exam.

162 Calculus II (4) Continuation of MAT 161 including the study of series, methods of integration, transcendental functions, and applications to the sciences. PREREQ: C or better in MAT 161.

200 The Nature of Mathematics (2) Topics include the role of mathematics in contemporary society, career opportunities, mathematical notation and argument, structure of proofs, basic facts about logic, mathematical proofs, problem-solving techniques, and introductions to mathematical software packages. PREREQ: C or better in MAT 161. Course should be taken by end of sophomore year.

202 Elementary Functions and Essential Calculus I (3) Elementary functions from an advanced viewpoint with detailed discussion of formal manipulations. Special emphasis on applications and the use of technology. Open only to prospective grade 4-8 certification students. PREREQ: MAT 102.

203 Elementary Functions and Essential Calculus II (3) Continued discussion of elementary functions. Introduction to the intuitive ideas of derivative and integral with applications. PREREQ: MAT 202.

261 Calculus III (3) The calculus of several variables. Topics include polar coordinates, vectors and three-dimensional analytic geometry, differentiation of functions of several variables, multiple integrals, and line and surface integrals. PREREQ: C or better in MAT 162.

I W 301 The Scientific Revolution (3) This course addresses how modern science began in the 17th century by examining its origins and including introductions to the heroes of science – Copernicus, Kepler, Galileo, and Newton. This course counts toward the writing emphasis requirement.

309 Topics in Mathematics for the Elementary Teacher (3) Introduction to programming in BASIC; computer uses for the classroom teacher; descriptive statistics with applications for teaching; and measurements of length, area, volume, and temperature that focus on the SI metric system with practice in the classroom. Additional topics in applied mathematics will be considered. PREREQ: MAT 102.

311 Linear Algebra (3) An introduction to linear algebra. Topics covered include matrices, systems of linear equations, vector spaces, linear transformation, determinants, eigenvalues, spectral theorem, and triangulation. COREQ or PREREQ: MAT 162.

312 Algebra for Teachers in Grades 4-8 (3) Formal structure of groups, rings, and fields with examples from the elementary curriculum. Topics from linear algebra including matrices, determinants, and linear programming. PREREQ: MAT 102.

313 Geometry for Teachers in Grades 4-8 (3) Modern informal approach to two- and three-dimensional geometric figures, measurement, similarity, congruence, coordinate geometry, and the postulational method. PREREQ: MAT 102.

319 Applied Statistics (3) This course will cover simple and multiple linear regression methods and linear time series analysis with an emphasis on fitting suitable models to data and testing, and evaluating models against data.

321 Combinatorics and Graph Theory (3) Introduction to set theory, graph theory, and combinatorial analysis. Includes relations, cardinality, elementary combinatorics, principles of inclusion and exclusion, recurrence relations, zero-one matrices, partitions, and Polya's Theorem. PREREQ: C or better in MAT 162.

325 Computational Mathematics (3) This course is designed to introduce the computer as an investigative tool in mathematics with emphasis on experimental techniques involving graphical and numerical displays, application of techniques from numerical analysis to data-driven problems, and the use of computers in solution techniques. PREREQ: C or better in MAT 162.

330 Using Technology in Teaching Elementary School Mathematics (3) Using computer software, calculators, and the Internet as aids in teaching elementary school mathematics. PREREQ: MAT 101 and 102.

331 Foundations of Geometry (3) Geometric foundations from an advanced viewpoint. Topics are chosen from euclidean and noneuclidean geomet-

I Approved interdisciplinary course
W Writing emphasis course

rics. PREREQ: C or better in MAT 162.

332 Differential Geometry (3) Classical differential geometry from a modern viewpoint. Curves and surfaces and shape operators. Introduction to Riemann geometry. PREREQ: C or better in both MAT 261 and 311.

343 Differential Equations (3) The general theory of nth order, and linear differential equations including existence and uniqueness criteria and linearity of the solution space. General solution techniques for variable coefficient equations, series solutions for variable coefficient equations, and study of systems of linear equations. PREREQ or COREQ: MAT 311; C or better in MAT 162.

345 Applied Probability (3) This course covers the standard concepts and methods of stochastic modeling as well as the applications of stochastic processes to other disciplines, including biology, management, social sciences, and statistics. PREREQ: C or better in MAT 261.

350 Foundations of Mathematics Education (3) Historical overview of mathematics education with emphasis on influential curricular programs, programs for exceptional students, implications of learning theory, significance of research, identification of current issues, organizational alternatives for the classroom, and evaluation resources. PREREQ: MAT 261.

351 Methods for Teaching Children Mathematics I (3) Concepts, learning aids, syllabi, texts, and methods in elementary school mathematics. PREREQ: MAT 101-102.

352 Methods for Teaching Children Mathematics II (3) Techniques for teaching children concepts such as geometry in two and three dimensions, number sentences, graphing, ratios and percentages, quantifiers, etc. Use of laboratory materials will be emphasized. PREREQ: MAT 351, field clearances, FATE.

Ⓦ 354 Techniques of Teaching Secondary School Mathematics (3) Techniques used in the presentation of specific mathematical concepts, associated materials, including methods for exceptional students; levels of questioning, and motivational devices. Scope and sequence of secondary mathematics topics. Criteria for text evaluation. Preview of student teaching. PREREQ: MAT 350.

357 Teaching Mathematics to Diverse Populations (3) Methods and materials associated with the presentation of mathematics to the handicapped. Emphasis on individualization and involving thinking skills at the concrete level. Evaluative and interpretive techniques are included. PREREQ: MAT 101-102.

362 Calculus IV (3) The calculus of vector-valued functions of a vector variable. Derivatives and properties of the derivative including the chain rule, fields and conservative fields, integration, and Green's, Stokes's, and Gauss' theorems. PREREQ: C or better in both MAT 261 and 311.

381 Discrete Mathematics (4) This course is designed to provide a foundation for the mathematics used in the theory and application of computer science. Topics include mathematical reasoning, the notion of proof, logic, sets, relations and functions, counting techniques, algorithmic analysis, modeling, cardinality, recursions and induction, graphs, and algebra. PREREQ: C or better in MAT 162.

◆ 390 Seminar in Mathematics Education (3) This course is the capstone course for grades 4–8 certification students completing the 30-credit mathematics certification option. Topics selected from mathematics, statistics, the history of mathematics, and mathematics education for their significance and interest. Field experience may be required. PREREQ: FATE.

400 History of Mathematics for Elementary Teachers (3) History and development of elementary mathematics from primitive times to the discovery of calculus. Problems of the period are considered. PREREQ: MAT 212 and 233.

Ⓦ 401 History of Mathematics (3) Development of mathematics from the Babylonian era to the 18th century. Some modern topics included. PREREQ: C or better in MAT 261.

403 Fundamentals of Actuarial Science (3) Students completing this course will have a better understanding of actuarial models of life contingencies. More specifically, students will understand that payments such as life insurance, life annuity, and pension are determined by financial random variables dependent on human life. PREREQ: C or better in MAT 261.

◆ 405 Special Topics in Mathematics (3) Topics announced at the time of offering. PREREQ: Written permission of instructor required.

406 Mathematics of Finance (3) This course covers the mathematical theory of interest in a deterministic setting. Students will become familiar with compound interest and time value of money, and learn how the two are used to compute the present and accumulated annuities values and bond prices, yield rates on investments, and the time required to accumulate a given amount or repay a loan. In addition, students should be able to apply interest theory to amortization of lump sums, fixed income securities, depreciation, and mortgages to name a few. PREREQ: C or better in MAT 261.

409 Financial Calculus (3) This course provides an introduction to the mathematics behind derivative pricing and portfolio management. Pricing theory is first developed through the typical binomial model and then is extended to continuous time via the Black-Scholes model. In addition, students will learn how to use arbitrage in pricing more complicated derivatives, such as call options on dividend-paying securities and exotic options. PREREQ: C or better in MAT 261.

411-412 Algebra I-II (3) (3) Abstract algebra. Algebraic systems, groups, rings, integral domains, and fields. PREREQ: C or better in MAT 261. and C or better in MAT 311. MAT 411 must precede 412. Must have a C or better in 411 to take 412.

413 Computer Algebra (3) The focus of this course will be to introduce students to computer algebra packages and review important topics in algebra, calculus, and linear algebra. PREREQ: C or better in MAT 162 and 311.

414 Theory of Numbers (3) Properties of integers; primes, factorization, congruencies, and quadratic reciprocity. PREREQ: C or better in MAT 162.

421-422 Mathematical Statistics I-II (3) (3) Probability theory, discrete and continuous random variables, distributions, and moment generating functions. Statistical sampling theory, joint and interval estimation, test of hypothesis, regression, and correlation. PREREQ: MAT 421 must precede 422; C or better in MAT 261 and 421.

425 Numerical Analysis (3) Numerical methods for the approximate solution of applied problems. Interpolation theory, curve fitting, approximate integration, and numerical solution of differential equations. PREREQ: C or better in CSC 141, MAT 261, and MAT 311.

427 Introduction to Optimization Techniques (3) Nature of optimization problems: deterministic and stochastic, and discrete and continuous. Computer methods of solution, systematic and random search, linear quadratic, dynamic programming, and others. PREREQ: C or better in MAT 261 and 311.

432 Topology (3) Elements of point set topology. Separation axioms. Connectedness, compactness, and metrizability. PREREQ: C or better in MAT 261.

441-442 Advanced Calculus I-II (3) (3) A rigorous treatment of the calculus of a single real variable. Topics in several real variables and an introduction to Lebesque integration. PREREQ: MAT 441 must precede 442; C or better in MAT 261 and 441.

443-444 Applied Analysis I-II (3) (3) The techniques of analysis applied to problems in the physical sciences. Topics include partial differential equations, orthogonal functions, complex integration, and conformal mapping. PREREQ: MAT 443 must precede 444; C or better in MAT 261, 311, and 443.

445 Complex Variables (3) Introduction to functions of a complex variable. Analytic functions, mappings, differentiation and integration, power series, and conformal mappings. PREREQ: C or better in MAT 261.

◆ 490 Seminar in Mathematics (3) Topics in mathematics selected for their significance and student-instructor interest. Independent study and student reports, oral and written. PREREQ: Senior standing and consent of department chairperson.

◆ 491 Internship in Applied Mathematics (2-4) In cooperation with regional businesses and industrial companies, students will perform an internship in applied mathematics. PREREQ: 3.0 GPA in major and related cognate courses.

493 Mathematical Modeling (3) The idea of a mathematical model of a real situation. Techniques and rationales of model building. Examples from the life, physical, and social sciences. PREREQ: C or better in MAT 261 and 343.

499 Independent Study in Mathematics (1-3) Independent investigation of an area of mathematics not covered in the department's course offerings. PREREQ: Written permission of the instructor.

Symbol: STA

311 Introduction to Statistical Computing and Data Management (3) Course will give students the ability to manage and manipulate data effectively, conduct basic statistical analysis, and generate reports and graphics primarily using the SAS Statistical Software Program. PREREQ: C or better in MAT 121 or 421.

Ⓦ Writing emphasis course

◆ This course may be taken again for credit.

FATE means formal admission to teacher education.

School of Music

110 Swope Music Building (Office of the Dean)
610-436-2739

PROFESSORS: Ahramjian, Balthazar, Bedford, Burton, DeVenney, Grabb, Hanning, Maggio, Nelson, Sprenkle, Wyss

ASSOCIATE PROFESSORS: Albert, Bullock, Chilcote, Cranmer, Dannessa, McFarland, Onderdonk, Riley, Rimple

ASSISTANT PROFESSORS: Briselli, Craig, Delaney, Dobrzelewski, Greenlee, Jacoby, Klinefelter, Lee, Lyons, Marinescu, Powell, Purciello, Reighley, Scarlata, Silverman, Sorrentino, Stiefel, Winters, Yozviak

INSTRUCTORS: Gaarder, Galante, Kaderabek, Paulsen

The mission of the School of Music at West Chester University is to create a learning environment that provides the highest order of education in all major aspects of music, to establish a foundation for life-long growth in music, and to offer programs and degrees that are tradition based but future oriented. In pursuing this mission, we reaffirm our commitment to diversity within the School of Music. Our faculty members strive to be inspiring teachers as well as musical and intellectual leaders. Further, we endeavor to expand the music opportunities available to all University students and to enhance the quality of our community's musical life.

MUSIC TESTS — BACHELOR OF MUSIC IN MUSIC EDUCATION

1. Each candidate must demonstrate skill in at least one performance medium in which he or she excels: piano, organ, voice, classical guitar, or a band or orchestra instrument. It is preferable, although not required, for pianists and vocalists to perform at least part of their audition from memory.
2. All candidates are tested in music theory, sight-singing, and piano.
3. Piano, organ, or voice majors with band or orchestra instrument experience may demonstrate their ability on their instruments.

NOTE: All candidates must bring music for the vocal, piano, and instrumental compositions they intend to perform.

MUSIC TESTS — BACHELOR OF MUSIC IN THEORY AND COMPOSITION, PERFORMANCE, OR ELECTIVE STUDIES IN AN OUTSIDE FIELD

Each candidate in performance must demonstrate an advanced level of proficiency in the major area of performance as evidenced by the ability to perform compositions representing a variety of musical periods and styles, and must show potential as a professional performer. Memorization is required for pianists and vocalists. Each candidate in theory and composition or elective studies in an outside field must demonstrate an acceptable background in a major performing area; candidates in theory and composition must interview with the Department of Music Theory and Composition.

REQUIREMENTS COMMON TO ALL MUSIC PROGRAMS

120 semester hours for all degree programs except B.M. – music education, which is 126 semester hours

1. General ed. requirements, see pages 38–44 — 48 semester hours
2. Theory requirements — 20 semester hours
   MTC 112, 113, 114, 115, 212, 213, 214, and 215
3. Music history requirements — 9 semester hours
   MHL 210, 211, and 212
4. Recital attendance

BACHELOR OF MUSIC — MUSIC EDUCATION

The **B.M. in MUSIC EDUCATION** is a balanced program of general, specialized, and professional courses leading to qualification for a Pennsylvania Instructional I Certificate to teach general, instrumental, and choral music in the elementary and secondary schools of Pennsylvania. *The Handbook for Students in Music – Undergraduate Division* should be consulted for the current general and music requirements. See the "Teacher Certification Programs" section of this catalog for an explanation of related requirements.

1. Required music education courses — 24.5 semester hours
   Professional qualifying test, MUE 201, 220
   331, 332 (counts as diversity course), 333, 335, 431, and 432
2. Other music requirements — 35–38 semester hours
   Major performing instrument, applied music courses, conducting, music organizations, or repertoire classes
3. Education courses — 12 semester hours
   EDP 250, EDA 103, ENG/LAN 382, EDR 345 or 347

BACHELOR OF MUSIC IN THEORY AND COMPOSITION, PERFORMANCE, OR ELECTIVE STUDIES IN AN OUTSIDE FIELD

The **B.M. in THEORY AND COMPOSITION** offers extensive training to develop analytical skills leading to the comprehension of the structure and form of music of all styles and periods, and to develop creative skills enabling the student to write in a contemporary idiom and to develop an individual style.

1. Required theory/composition courses — 38 semester hours
   MTC 112*, 113*, 114*, 115*, 212, 213, 214, 215, 312, 313, 341, 342, 344, 417
2. Required music history courses — 9 semester hours
   MHL 210*, 211*, and 212*
3. Other music requirements — 25 semester hours
   Conducting, performance area, music organizations, music electives, piano competency

The **B.M. in PERFORMANCE** is for students who demonstrate a high degree of ability on their chosen instrument and who desire to concentrate on developing that ability. Majors in the program should consult *The Handbook for Students in Music – Undergraduate Division* for the current general and music requirements.

1. Language requirement (for vocal track only) — 3 semester hours
2. Private lessons — 24 semester hours
3. Required music courses — 8–21 semester hours
   Conducting, minor lessons, ensembles, music electives
4. Other music requirements
   a. For instrumentalists — 4 semester hours
      Music literature, small ensemble, piano competency
   b. For vocalists — 11 semester hours
      VOC 329, 411, 412, 413, 414, 416, 424, 491
   c. For pianists — 19 semester hours
      MAK 311, 312, 313, 314; PIA 405 and 406; two courses from PIA 423, 424, 425, 426, or 427; one course from PIA 451, 452, or 453
      (Pedagogy emphasis: MAK 311, 312, 313, 314; PIA 405, 406, 450, 452; PIA 451 or 453; one course from PIA 423, 424, 425, 426, 427)
   d. For organists — 19 semester hours
      MAK 311, 312, 313, 314; ORG 351, 352, 353, 451, 452

The B.M. in MUSIC — ELECTIVE STUDIES IN AN OUTSIDE FIELD is designed for those students who desire a general music program while at the same time pursuing a secondary interest outside of the School of Music. *The Handbook for Students in Music – Undergraduate Division* should be consulted for the current general and music requirements.

1. Required music courses — 34 semester hours
   Applied lessons, conducting, ensemble, music electives
2. The outside field — 21 semester hours
   These courses are taken under advisement of the outside field department chairperson. See page 44 for a listing of choices (in most cases, the curriculum for a minor will be used to determine the course work for the outside field).

*Minimum grade of C- required

Minor in Music 18–19 semester hours

This program is geared toward liberal arts students with an interest in music. *The Handbook for Students in Music – Undergraduate Division* should be consulted for current requirements and placement testing.

1. Required courses 11–12 semester hours
   MTC 112 and 114, MHL course, music organizations, and PIA 181 and 182
2. Music electives 7 semester hours

Minor in Jazz Studies 18-21 semester hours

This program is designed primarily for students currently enrolled in a music degree program. Students in other degree programs will be admitted if qualified. Students must have the permission of both their major adviser and the chairperson of the Department of Applied Music. *The Handbook for Students in Music – Undergraduate Division* should be consulted for current requirements.

1. Required courses 18 semester hours
   AES 151, 152; AJZ 361, 362, 365; MHL 322; MTC 361, 362
2. Music electives 0-3 semester hours
   AEO 121; AES 151, 152; APC 193

Minor in Music History 18 semester hours

This program is designed primarily for students currently enrolled in a music degree program. Students in other degree programs will be admitted if they qualify. Students must have the permission of both their major adviser and the chairperson of the Department of Music History.

Required courses 9 semester hours
MHL 210, 211, 212

Any three of the following 9 semester hours
MHL 301, 312, 325, 410, 411, 451, 454, 455, 458, 462, 479, 480; MHW 401-410

Equivalency in Music Therapy

Music majors may pursue courses toward certification in music therapy through a cooperative program with Immaculata University, located ten miles from West Chester. *The Handbook for Students in Music – Undergraduate Division* should be consulted for current requirements.

Department of Applied Music

Chris Hanning, *Chairperson*

FACULTY:

Instrumental: Ahramjian, Briselli, Dannessa, Dobrzelewski, Gaarder, Galante, Grabb, Hanning, Kaderabek, Lyons, Marinescu, Paulsen, Reighley, Riley, Sorrentino, Yozviak

Keyboard: Bedford, Craig, Cranmer, Greenlee, Klinefelter, Powell

Vocal and Choral: Bullock, Chilcote, DeVenney, Lee, Scarlata, Sprenkle, Wyss

COURSE DESCRIPTIONS INSTRUMENTAL MUSIC NUMBERING SYSTEM

Private and class lessons are shown by the following numbers, together with the appropriate prefix:

BAR	Baritone
BAS	Bass
BSN	Bassoon
CLT	Clarinet
FLU	Flute
FRH	French Horn
GTR	Guitar
HRP	Harp
OBO	Oboe
PER	Percussion
SAX	Saxophone
TBA	Tuba
TPT	Trumpet
TRB	Trombone
VCL	Cello
VLA	Viola
VLN	Violin

101-402 Private instruction in minor performance area (1)

111-412 Private instruction in major performance area, music education program (1.5)

141-442 Private instruction in advanced performance area, B.M. program (3)

171–472 Private instruction in performance area, theory/composition, and elective studies programs (1.5)

INS 471-474 Advanced Instrumental Lesson (2) (Elective)

AIM 311 Marching Band Techniques (1) A survey of the function of the total marching band and each component within it.

AIM 429 Special Subject Seminar (1-2-3)

AJZ 331 Electronic Instruments (2) A study of the MIDI implementation of synthesizers, samplers, sequencers, signal processors, and rhythm processors as related to real-time performance.

◆ **AJZ 361 Jazz Musicianship and Improvisation I (3)** A basic course in jazz improvisation that emphasizes the learning and discovery of improvisational techniques through playing and listening.

◆ **AJZ 362 Jazz Musicianship and Improvisation II (3)** A continuation of AJZ 361.

AJZ 365 Jazz Ensemble Techniques (.5) Techniques and methods for organizing, rehearsing, programming, and operating jazz ensembles.

◆ **AWM 429 Special Subjects Seminar–Workshop (1-2-3)** Topics in the area of instrumental music presented by faculty members and/or visiting specialists.

ALC A Literature Class A historical survey of the music written for instrumental solo and ensemble, including current teaching materials.

ALC 312 Brass Literature I (1)
ALC 313 Brass Literature II (1)
ALC 314 Brass Literature III (1)
ALC 322 Guitar Literature I (1)
ALC 323 Guitar Literature II (1)
ALC 324 Guitar Literature III (1)
ALC 332 String Literature I (1)
ALC 333 String Literature II (1)
ALC 334 String Literature III (1)
ALC 342 Woodwind Literature I (1)
ALC 343 Woodwind Literature II (1)
ALC 344 Woodwind Literature III (1)
ALC 352 Percussion Literature I (1)
ALC 353 Percussion Literature II (1)
ALC 354 Percussion Literature III (1)

ARC A Repertoire Class:

◆ **ARC 391 Woodwind Repertoire Class (.5)**
◆ **ARC 392 Brass Repertoire Class (.5)**
◆ **ARC 393 String Repertoire Class (.5)**
◆ **ARC 394 Percussion Repertoire Class (.5)**

AMC A Master Class Solo and ensemble instrumental repertoire is performed and critiqued by the teacher and students.

◆ **AMC 311-314 Master Class Brass (1)**
◆ **AMC 321-324 Master Class Percussion (1)**
◆ **AMC 331-334 Master Class Strings (1)**
◆ **AMC 341-344 Master Class Woodwinds (1)**

ABC Brass Classes (at the beginning level) for music education majors

ABC 191 Brass Class (.5)
ABC 192 French Horn Class (.5)
ABC 193 Trombone Class (.5)

APC Percussion Classes (at the beginning level) for music education majors

APC 191 Nonpitched Percussion Class (.5)
APC 192 Pitched Percussion Class (.5)
APC 193 Drum Set Class (.5)

ASC Strings Classes (at the beginning level) for music education majors

ASC 191 Violin/Viola Class (1)
ASC 194 Cello Class (.5)
ASC 195 Bass Class (.5)
ASC 196 Guitar Class (.5)

AWC Woodwinds Classes (at the beginning level) for music education majors

AWC 191 Single Reed Class (.5)
AWC 192 Flute/Recorder Class (.5)
AWC 193 Double Reed Class (.5)
AWC 194 Reed Making Class (.5)

AEB An Ensemble: Band

◆ **AEB 101 Elementary Band (.5)**
◆ **AEB 112 Marching Band Front (1)**
◆ **AEB 311 Marching Band (1)**
◆ **AEB 321 Concert Band (.5)**
◆ **AEB 331 Symphonic Band (.5)**
◆ **AEB 341 Wind Ensemble (.5)**

AEO An Ensemble: Orchestra

◆ **AEO 101 Elementary Orchestra (.5)** PREREQ: ASC 191.
◆ **AEO 111 Chamber Orchestra (.5)**
◆ **AEO 121 Studio/Pit Orchestra (.5)**
◆ **AEO 341 Symphony Orchestra (.5)**

AES An Ensemble: Small

◆ **AES 111 Brass Ensemble (.5)**
◆ **AES 121 Percussion Ensemble (.5)**
◆ **AES 131 String Ensemble (.5)**
◆ **AES 141 Woodwind Ensemble (.5)**
◆ **AES 151 Jazz Ensemble (Criterions/Statesmen) (.5)**
◆ **AES 152 Jazz Ensemble (Combo) (.5)**

◆ This course may be taken again for credit.

AES 153 Latin Jazz Ensemble (.5)
AIC A Class in Instrumental Conducting
AIC 311 Instrumental Conducting I (2)
AIC 312 Instrumental Conducting II (2) PREREQ: AIC 311 or VOC 311.
MIP 310 Musician Injury Prevention (1) This course investigates injury prevention and treatment for performing students.
MRC 251 Music Rhythm Class (1) This course is designed to help music majors and minors improve their rhythmic understanding and application. Meter and motion, internal subdivision, pattern recognition, and techniques to learn new music will be explored.

KEYBOARD MUSIC NUMBERING SYSTEM

Private and class lessons are shown by the following numbers, together with the appropriate prefix: HAR–Harpsichord, PIA–Piano, ORG–Organ
PIA 181 Class instruction in keyboard skills for nonmusic majors. (1) Prior score reading ability is not required.
PIA 182 Class instruction in keyboard skills for nonmusic majors. (1) PREREQ: PIA 181 or previously acquired score reading ability.
191-192 Class instruction in minor performance area (.5)
291-292 Class instruction in minor performance area (1)
◆ 100 Private elective instruction (1)
101-402 Private instruction in minor performance area (1)
103-104 Private instruction in minor performance area (1)
105-106 Private instruction in minor performance area, elementary education students with a concentration in music (1)
107-109 Private instruction in a major performance area, elementary education students with a concentration in music (1)
111-412 Private instruction in major performance area, music education program (1.5)
141-442 Private instruction in advanced performance area, B.M. program (3)
171-472 Private instruction in performance area, theory/composition, and elective studies program (1.5)
413 Elective credit for senior recital, accompanying, or other participation in concerts or recitals, or extra study of literature. (1) Available to music education seniors only during the nonstudent-teaching semester by permission of the department
473-474 Advanced Keyboard Lesson (2) (Elective)
PIA 403 Harpsichord and Continuo Realization (1) An introduction to harpsichord playing and the principles of continuo accompaniment as a Baroque style.
◆ MAK 311-314 Master Class (Keyboard) (1) For keyboard majors. Experience in performing memorized literature. Class members also play two piano compositions and ensemble music for piano and other instruments.
ORG 351 Organ Literature I (3) A survey of literature for the organ from the 13th century to the Baroque period; influence of the organ on the literature.
ORG 352 Organ Literature II (3) A survey of literature for the organ from J. S. Bach to the present; influence of the organ on the literature. Recordings and performances by organ majors will be evaluated.
ORG 353 Organ Pedagogy (3) Dynamics of the one-to-one teacher-student relationship. An in-depth study of standard teaching materials. Practical experience in individual instruction.
ORG 451 Accompanying (3) Performance of the vocal and instrumental accompanying literature for organ from all periods; performance and reading sessions.
ORG 452 Service Playing (3) A study of problems in service playing for the organist. Included will be hymn accompaniment, improvisation, conducting from the organ, and literature for the service.
PIA 130 Music for Piano (3) An introductory course in the history and appreciation of keyboard literature from the 16th to the 20th century. This is a basic course for nonmusic majors designed for the general requirements. Not open to music majors.
◆ PIA 213 Studio Lessons in Accompanying (1) Studio instruction in accompanying for pianists in any music program.
PIA 223 Classroom Piano Skills (.5) Class instruction once per week in minor performance area for instrumental and vocal music education majors.
PIA 233 Classroom Piano Skills (1) Class instruction once per week in rote song harmonization, transposition, patriotic songs, and sight reading on electronic keyboards for music education piano majors.
◆ PIA 235 Keyboard Repertoire (.5) A weekly performance class for sophomore music education keyboard majors.
◆ PIA 250 Accompanying, Ensemble, and Sight Reading (1) Class instruction in accompanying, ensembles, and sight reading.
PIA 330 Jazz Keyboard Improvisation (1) Class instruction in jazz keyboard improvisation once per week. Piano experience on at least an intermediate level is required.
PIA 334 Keyboard Accompanying (Minor) (1) Class instruction once per week in accompanying, score reading, popular music, and sight reading for vocal music education majors.
PIA 335 Keyboard Accompanying (Major) (1) Class instruction once per week in accompanying, score reading, popular music, improvisation, and sight reading for piano music education majors.
PIA 340 Advanced Jazz Keyboard Improvisation (1) Class instruction in advanced jazz keyboard improvisation once per week. Piano experience in jazz improvisation required.
PIA 404 Transposition and Score Reading (2) Emphasizing the needs of the keyboard accompanist. Techniques include clef reading, harmonic analysis, interval transposition, solfege steps, and enharmonic changes.
PIA 405 Accompanying—Vocal (3) Performance of the vocal accompanying literature from all periods; performance and reading sessions in class.
PIA 406 Accompanying—Instrumental (3) Performance of the instrumental accompanying literature from all periods; emphasis on the sonata literature; performance and reading sessions in class.
PIA 410 Independent Studies in Keyboard Music (1-3) Special research projects, reports, or readings in keyboard music. Permission of department chairperson required.
Ⓦ PIA 423 Baroque Keyboard Literature (3) The Renaissance through development of variation form and dance suite. Performance practices, ornamentation, and figured bass. In-depth study of works of Handel, Bach, and Scarlatti. Some student performance required.
Ⓦ PIA 424 Classical Piano Literature (3) Origin and development of the sonata and performance practices of homophonic style. Music of Bach's sons, Haydn, Mozart, and Beethoven. Some student performance required.
Ⓦ PIA 425 Romantic Piano Literature (3) Analysis of piano styles of Schubert, Chopin, Mendelssohn, Schumann, Liszt, Brahms, Faure, and Tchaikovsky. Performance practices. The virtuoso etude and problems of technical execution. Some student performance required.
Ⓦ PIA 426 20th-Century Piano Literature (3) Seminal works and styles of this century. Albeniz, Rachmaninoff, Debussy, Ravel, Prokofiev, Hindemith, Schoenberg, Bartok, and American composers. Some student performance required. PREREQ: MTC 213.
Ⓦ PIA 427 The Concerto (3) A chronological presentation of the development of the piano concerto emphasizing performance practices and problems. PREREQ: MTC 213.
PIA 429 Special Subjects Seminar (1-3) Significant topics presented by faculty members and/or visiting lecturers. Designed to meet the specific needs of undergraduate keyboard majors.
PIA 443 Keyboard Ensemble (.5) The class will focus on a variety of ensemble experiences, including duets and accompanying choral groups.
PIA 450 Group Piano Pedagogy I (3) Procedures and materials for group piano instruction. Emphasis on developing comprehensive musicianship through an interwoven study of literature, musical analysis, technique, improvisation, ear training, harmony, transposition, and sight reading. Includes practicum in group piano instruction.
PIA 451 Piano Pedagogy I (3) An in-depth study of materials available to the studio piano teacher for the elementary levels. Discussions include different methods, technique, harmony, ear training, and sight reading. Includes practicum in individual instruction.
PIA 452 Piano Pedagogy II (3) An in-depth study of repertoire and materials available to the studio piano teacher for the intermediate levels. Discussion of related concerns such as memorization, practice techniques, developing technique through literature, principles of fingering, and sight reading. Includes practicum in individual instruction.
PIA 453 Selected Topics in Piano Pedagogy (3) Further exploration of the goals and objectives of piano study through presentation of selected topics and continued practicum in individual instruction.

VOCAL AND CHORAL MUSIC NUMBERING SYSTEM

Private lessons are shown by the following numbers, together with this prefix: VOI-Voice
◆ 100 Private instruction for nonmusic majors. Permission of the chairperson required (1)
101-402 Private instruction in minor performance area (1)
111-412 Private instruction in major performance area, music education program (1.5)
141-442 Private instruction in advanced B.M. performance program (3)
151-452 Private instruction in minor performance area, B.A. theatre: musical theatre (1)
171-472 Private instruction in performance area, theory/composition, and elective studies program (1.5)
473-474 Advanced Voice Lesson (2) (Elective)
◆ CHO 211 Men's Chorus (.5) A chorus presenting the choral literature for male voices. Open to all male students by audition.
◆ CHO 212 Women's Chorus (.5) A chorus presenting the choral literature for female voices. Open to all female students by audition.
◆ CHO 311 Mastersingers Chorus (.5) A chorus presenting oratorios, masses, and more difficult mixed choral literature. Open to all students by audition.

◆ This course may be taken again for credit.
Ⓦ Writing emphasis course

◆ **CHO 312 Cantari Donne (.5)** A select choir specializing in chamber music for women's voices. Open to all female students by audition.

◆ **CHO 410 Opera Chorus (1)** An elective course devoted to the training of a choral group that participates in opera or operetta productions. May not be used to satisfy choral requirements. Membership by audition.

◆ **CHO 411 Chamber Choir (.5)** Small group of singers specializing in the performance of Renaissance/Baroque, sacred, and secular literature. Membership by audition.

◆ **CHO 412 Concert Choir (.5)** Devoted to acquiring a fine technique in choral singing through the preparation of programs for performance. Membership by audition.

VOC 111 Madrigal Class (1) A survey of madrigal literature through records, CD's, tapes, and class performance with emphasis on materials suitable for use in secondary schools.

VOC 135 IPA (.5) The study of the International Phonetic Alphabet (IPA).

VOC 211 Performance Preparation (2) A course designed to teach the student performer how to prepare a dramatic score. PREREQ: MTC 110 or equivalent and VOI 181.

VOC 227 Literature of the Musical Theater (2) The literature of the musical theater from Singspiel to Broadway musical. Changes in style are observed and analyzed.

◆ **VOC 235 Vocal Repertore Class (.5)** A weekly performance class for music education vocal majors.

VOC 311 Choral Conducting I (2) A practical application of conducting and vocal techniques in choral direction through practice in conducting a choral group.

VOC 312 Choral Conducting II (2) Continued development of the conducting techniques with emphasis on conducting of polyphonic choral music and on the musical styles of the various choral periods. PREREQ: AIC 311 or VOC 311.

VOC 315 English-Italian Diction (2) English, Italian, and Latin diction for singers. Use of phonetics with application to singing of selected songs.

VOC 329 Art Song (3) Origins and development of the art song.

VOC 411 Master Class (Voice): Baroque Period (1)

VOC 412 Master Class (Voice): German Lied (1)

VOC 413 Master Class (Voice): French Melodie (1)

VOC 414 Master Class (Voice): 20th-Century Art Song (1)

VOC 416 French-German Diction (3) French and German diction for singers. Use of phonetics with application to singing of selected songs.

◆ **VOC 421 Opera Workshop (2)** The preparation of a musical production; coaching of scenes, stage movement, and costuming. Permission of instructor required.

◆ **VOC 424 Musico-Dramatic Production (1-3)** Major roles and/or major responsibilities in extended productions. By audition.

VOC 426 Choral Literature (2) The development and performance style of the choral repertoire.

◆ **VOC 429 Special Subjects Seminar (1-3)** Significant topics presented by faculty members and/or visiting lecturers. Designed to meet the specific needs of undergraduate music majors.

◆ **VOC 436 Vocal-Choral Music Workshop (1-3)** Specialized workshops in the area of vocal and/or choral music. Subject to be announced at the time of the offering.

VOC 491 Vocal Pedagogy (2) Principles and techniques of teaching voice. PREREQ: Four semesters of private instruction or permission of instructor.

VOI 181 Voice Class (1) Class instruction in singing skills for nonmusic majors. Previous voice study not required.

VOI 182 Voice Class (1) Class instruction in singing skills for nonmusic majors. PREREQ: VOI 181 or permission of instructor.

VOI 191 Voice Class (.5) Class instruction in a minor performance area. Open to nonmusic majors with permission of the department chairperson.

VOI 192 Voice Class (.5) Continuation of VOI 191. PREREQ: VOI 191.

VOI 291 Voice Class (1) Class instruction in a minor performance area. A continuation of VOI 191-192.

◆ This course may be taken again for credit.

Department of Music Education

J. Bryan Burton, *Chairperson*
FACULTY: Albert, Jacoby, McFarland

COURSE DESCRIPTIONS
MUSIC EDUCATION

Symbol: MDA

240 Integrating the Arts Within the Elementary Classroom (3) This course is designed to prepare the elementary classroom teacher (PK-4) to teach academic subjects more meaningfully through the art disciplines of creative movement, music, and visual art. The emphasis is to study how integrating the arts into the curriculum can provide children with essential problem-solving skills that use both creative and critical thinking.

Symbol: MUE

Q01 Professional Qualifying Remediation (.5) Designed to present musicianship skills for students who have failed the professional qualifying examination.

201 Music Education Seminar (.5) A seminar introducing the philosophical foundations of music education and the structure of the school music program. Required for all music education majors prior to MUE 331. PREREQ: Permission of department; current Act 34, Act 114, Act 151 clearances; TB test valid for semester.

220 Teaching Music to Special Learners (2) This course provides undergraduate music education candidates with the skills, knowledge, understandings, and attitudes necessary to meet the needs of candidates with disabilities in an inclusive music education classroom with specific applications to vocal and instrumental ensembles, and marching band.

232 Music in Early Childhood (3) Designed to equip the teacher of early childhood to develop specific concepts utilizing singing, rhythmic, and melodic activities. Emphasis on listening and movement to music.

235 Teaching the Children's Choir (3) This seminar will prepare the music education candidate to develop, administer, teach, and lead children's choirs. Candidates will gain hands-on experience with management and rehearsal techniques. Class meets two times per week; one hour in class, two-hour lab. PREREQ: MUE 201.

W 331 Music Methods and Materials (3) The study of music and the learning process at the elementary level to include Dalcroze, Kodaly, and Orff. PREREQ: MUE 201 and AIC 311 or VOC 311, and professional qualifying test; permission of department; current Act 34, Act 114, Act 151 clearances; TB test valid for semester.

J W 332 Music Methods and Materials II (3) The study of music and the learning process at the secondary level to include technology, listening skills, multicultural diversity, general music programs, and administrative skills. PREREQ: MUE 331; permission of department; current ACT 34, ACT 114, ACT 151 clearances; TB test valid for semester.

333 Instrumental Methods and Materials (2) Fundamentals underlying the development of instrumental programs in the public schools. Emphasis on program organization and administration, teaching procedures, and materials. PREREQ: AIC 311 or VOC 311. COREQ: MUE 331 or 332.

335 Choral Methods and Materials (2) Designed to acquaint the student with a variety of choral music suitable for school use. Program planning and rehearsal techniques are demonstrated.

NOTE: The sequence for these REQUIRED music education courses is consecutive semesters: MUE 331 and 333 (or 335) followed by MUE 332 and 335 (or 333) followed by MUE 431 and 432. Enrollment for these courses is limited on a yearly basis and is planned at a meeting for sophomores in the fall and spring semesters. See coordinator of professional sequence.

337 Instrumental Techniques and Materials (2) For juniors and seniors who desire to specialize in instrumental music. Considers rehearsal procedures, effective materials, minor repairs of instruments, competitions and festivals, and marching band procedures. PREREQ: MUE 333.

338 Comprehensive Musicianship/Leadership Training in Music Education (2) A course designed to help future professionals develop leadership qualities and pragmatic instructional skills. Motivational strategies as advocated by leading authorities will be emphasized. Content includes visionary leadership, time management, and principles in self-discipline, self-confidence, and problem solving. Teaching assignments will include methodologies in comprehensive musicianship and a variety of teacher/leader concepts.

412 Teaching Music Listening at the Elementary Level (3) Analysis of musical concepts within selected compositions with subsequent design of sequential teaching-learning strategies for all levels, K–12. Music majors only.

422 Music in the Middle School (3) Review and critical analysis of music education in the middle school: philosophies, curriculum, practices, and personnel.

W Writing emphasis course
J Diverse communities course

428 Music in Special Education (3) Characteristics of special pupils; adaptation of teaching techniques, materials, and curriculum. PREREQ: MUE 231, 232, or 331.

430 Related Arts Pedagogy in Music Education (3) Principles of related-arts teaching applicable to musical elements, art, and creative movement, with appropriate teaching techniques at specified grade levels. Materials for school music programs; basal music series, other texts and literature, and resources in related arts. Demonstration lessons and unit planning.

431 Student Teaching I (6) Observation and participation in teaching vocal and instrumental music at the elementary level. Undertaken in conjunction with qualified cooperating teachers. Professional conferences and visits are an integral part of the experience. PREREQ: FATE; current ACT 34, ACT 114, ACT 151 clearances; TB test valid for semester.

432 Student Teaching II (6) Observation and teaching general, vocal, and/or instrumental music at the secondary level. Professional conferences and visits are an integral part of the experience. PREREQ: Permission of department; current ACT 34, ACT 114, ACT 151 clearances; TB test valid for semester; FATE; GPA 2.8; grades of C or better in required methods classes and final required keyboard minor and voice minor; complete music theory and aurals, music history, conducting, and all instrument classes; completion of 90 semester hours. Students must have completed and provided an ETS score report that they took Praxis II text(s) in the subject area where the candidates are enrolled to achieve certification.

Department of Music History and Literature

Scott Balthazar, *Chairperson*

FACULTY: Balthazar, Onderdonk, Purciello, Winters

COURSE DESCRIPTIONS
MUSIC HISTORY

Symbol: MHL

121 Fine Arts (Music) (3) Designed for the general education requirements. An introductory course in the history and appreciation of music from the Middle Ages through the contemporary period. Not open to music majors.

NOTE: Other courses are available to the nonmusic major for general education requirements. Particularly suitable is MHL 125.

D 125 Perspectives in Jazz (3) For nonmusic majors. Guided listening to improve understanding and enjoyment of jazz with emphasis on jazz heritages, chronological development, and sociological considerations, culminating in an analysis of the eclectic styles of the 1960's and 1970's. Designed for the general education requirements.

◆ **179 Special Subjects Seminar (3)** Significant topics in music history and literature presented by faculty members and/or visiting lecturers. Designed for the nonmusic major who has had little or no previous musical experience. Fulfills the general education requirements. Not open to music majors.

I 201 Form and Style in the Arts (3) Relationships between the arts, such as music, literature, visual arts, and film, stressed through common principles of form and style. Concentration on the development of skills of critical perception through practical application with reference to various arts.

210 Music History I (3) An introduction to musical style and listening techniques within a historical context: (1) an introduction to style periods, music listening skills, concepts of form, and style analysis in both Western and non-Western music; (2) historical survey of music beginning with the music of the early Church and continuing through the end of the 16th century.

211 Music History II (3) A historical survey of music from 1600 to 1825. Analysis of appropriate genres, styles, forms, social contexts, aesthetics, and performance practices will be considered. PREREQ: MHL 210, with a grade of C– or better.

212 Music History III (3) A historical survey of music from 1825 to the present. Analysis of appropriate genre, styles, forms, social contexts, aesthetic concepts, and performance practices will be considered. PREREQ: MHL 211, with a grade of C– or better.

I W 301 Music and the Related Arts (3) Examines ways in which music parallels at least two other visual, performing, and/or verbal arts in Western and/or non-Western culture. Concentration on the development of skills of critical perception through practical application to music and other arts. PREREQ: MHL 211 and MTC 212 or permission of instructor.

◆ **310 Collegium Musicum (1)** A chamber ensemble specializing in the use of authentic instruments and performance techniques in the music of the Medieval, Renaissance, and Baroque eras. Membership by audition.

312 Women in Music (3) A survey of the role that women played in the history of music from the Middle Ages to the present. Open to nonmusic majors and music majors without prerequisites.

325 History of Rock (3) This course traces the development of 1950s rock and roll from its rhythm and blues, and country and western sources through the world music influences of the 1970s and beyond. Open to music majors and nonmusic majors without prerequisites.

420 World Music (3) An introduction to the study of tribal, folk, popular, and oriental music and ethnomusicology methodology. Open to music majors and nonmusic majors without prerequisites.

422 History of Jazz (3) A survey of the history of jazz, including representative performers and their music. PREREQ: MTC 212, or permission of the instructor.

W 454 History of Opera (3) A basic course in the origin and development of opera and its dissemination throughout the Western world. PREREQ: MHL 212, or permission of instructor.

W 455 History of Orchestral Music (3) A study of representative orchestral works: symphonies, concerti, suites, overtures, and others, from the Baroque Period to the present. PREREQ: MHL 212, or permission of instructor.

459 Topics in American Music (3) Survey of the development of music and musical styles from 1620 to the present. Analysis of styles, forms, aesthetic concepts, and practices. Open to music majors and nonmusic majors with permission of instructor.

462 Mozart and His Works (3) A study of the life and music of Wolfgang A. Mozart with special reference to the period in which he lived. PREREQ: MHL 212, or permission of instructor. This course is offered in Salzburg, Austria.

◆ **479 Topics in Music History I (1-3)** Significant topics presented by faculty members and/or visiting lecturers. Designed to meet specific needs of undergraduate music majors.

◆ **480 Topics in Music History II (1-3)** Significant topics presented by faculty members and/or visiting lecturers. Designed to meet specific needs of undergraduate music majors.

◆ **481 Independent Study (1)**

◆ **482 Independent Study (2)**

◆ **483 Independent Study (3)**

◆ **MHW 401-410 Workshops in Music History (1-3)** Participation-oriented workshops designed to meet specific needs in music history and to develop skills for practical application in teaching and professional settings.

D Diverse communities course
◆ This course may be taken again for credit.
I Approved interdisciplinary course
W Writing emphasis course

Department of Music Theory and Composition

Robert Maggio, *Chairperson*

FACULTY: Nelson, Rimple, Rozin, Silverman, Stiefel

COURSE DESCRIPTIONS
MUSIC THEORY AND COMPOSITION

Symbol: MTC

014 Basic Dictation and Sight Singing (2) A preparatory course for music majors emphasizing basic aural perception and sight-singing skills needed for effective music study.

110 Fundamentals of Music (3) A study of basic elements of music for those without previous musical experience. For nonmusic majors only.

112 Theory of Music I (3) Introduction to music theory; the materials of music. Analysis and creative activity.

113 Theory of Music II (3) Form; motive; cadence;

phrase; melody. Analysis and creative activity. PREREQ: MTC 112, with a grade of C- or better.

114 Aural Activities I (2) Development of basic hearing skills, chiefly through sight singing and dictation activities based on the subject matter of MTC 112.

115 Aural Activities II (2) Continued development of basic hearing skills. PREREQ: MTC 112 and 114, with a grade of C- or better in both.

171 Popular Music Analysis and Composition (3) In-depth study and composition of popular music. PREREQ: MTC 113.

212 Theory of Music III (3) Harmony and counterpoint; dissonance; voice motion; harmonic progression; modulation; texture. Analysis and creative activity. PREREQ: MTC 113, with a grade of C- or better.

213 Theory of Music IV (3) In-depth analysis of specific styles, genres, and forms; compositional style studies. PREREQ: MTC 212.

214 Aural Activities III (2) Material of advanced difficulty involving chromatic alteration, foreign modulation, and intricate rhythms. PREREQ: MTC 113 and 115, with a grade of C- or better.

215 Aural Activities IV (2) Continuation of MTC 214 and activities involving nontonal music. PREREQ: MTC 212 and 214.

261 Fundamentals of Jazz (2) A basic course in jazz theory.

271 Scoring for Television and Film (3) Techniques used in composing and arranging music for film and television; practical writing experience.

312 Composition I (3) Creative writing in the forms, styles, and media best suited to the capabilities and needs of the student. PREREQ: MTC 212.

313 Composition II (3) Further application of MTC 312, stressing contemporary techniques. PREREQ: MTC 312.

341 Orchestration (3) The orchestra; use of instruments individually and in combination. PREREQ: MTC 212.

342 Musical Analysis (3) An overview of major trends in music analysis applied to a variety of musical styles. Addresses how analysis informs composition, performance, scholarship, and pedagogy. PREREQ: MTC 212.

344 Counterpoint I (3) The contrapuntal techniques of 16th century music including canonic imitation, motet, fantasy, and madrigal. PREREQ: MTC 212.

345 Counterpoint II (3) The contrapuntal techniques of 18th century music including chorale prelude, invention, canon, and fugue. PREREQ: MTC 212.

346 Techniques of Early 20th-Century Music (3) A study of compositional techniques in representative vocal and instrumental works of the first two decades of the century.

◆ **361 Jazz Harmony and Arranging I (3)** A basic course in jazz/popular harmony and arranging techniques, including contemporary chord symbols and terminology, and basic voicing for brass, reed, and rhythm sections.

◆ **362 Jazz Harmony and Arranging II (3)** An intermediate course in jazz/popular harmony and arranging techniques, including more advanced harmonic techniques. Writing for strings, woodwinds, and electronic instruments is introduced.

364 Performance Practices in Contemporary Music (3) Technical problems of understanding new notation (e.g., graphic, proportional, multiphonics, microtones, metric modulation, asymmetrical rhythm groupings, prose scores, etc.) and facility in performing scores that include these techniques. PREREQ: MTC 213 or permission of instructor.

412 Composition III (3) Composition in larger forms. Open to composition majors only. PREREQ: MTC 313.

413 Composition IV (3) Advanced composition involving major projects in a contemporary idiom. PREREQ: MTC 412.

415 Serialism and Atonality (3) Compositional procedures and theoretical concepts in atonal and serial works of Schoenberg, Berg, Webern, Bartok, Stravinsky, and more recent composers. PREREQ: MTC 213.

416 Jazz Practices (2-3) Jazz history, writing, and performance. Survey of basic jazz literature; fundamental techniques in arranging and improvising. PREREQ: MTC 213 or equivalent.

417 Computer Music I (3) Materials and techniques of computer music. Laboratory experience in the composition of computer music. PREREQ: MTC 312 or permission of instructor.

418 Composition V (3) Advanced composition lessons for theory/composition majors. PREREQ: MTC 413.

450 Acoustics of Music (3) The study of sound; its production, transmission, and reception. Musical instruments, the acoustics of rooms, and the physical basis of scales.

◆ **MTC 479 Seminar in Music Theory/ Composition (3)** Special topics in specialized areas of music theory and composition.

◆ **MTC 481 Independent Study (1)**

◆ **MTC 482 Independent Study (2)**

◆ **MTC 483 Independent Study (3)**

◆ This course may be taken again for credit.

Department of Nursing

222 Sturzebecker Health Sciences Center
610-436-2219
Charlotte Mackey, *Chairperson*

PROFESSOR: Hickman

ASSOCIATE PROFESSORS: Coghlan Stowe, C. Mackey, Thomas, Thompson

ASSISTANT PROFESSORS: Conroy, Devlin-Kelly, Garrett, E. Mackey, Monturo, Moriconi, Mraz, Schlamb, Stabler-Haas, Tucker

INSTRUCTORS: Bohs, Cullen, Doherty

The Department of Nursing is accredited by the Commission on Collegiate Nursing Education (One Dupont Circle, NW, Suite 530, Washington, DC 20036) and approved by the State Board of Nursing of the Commonwealth of Pennsylvania.

Admission Criteria

Applicants for nursing must have completed work equal to a standard high school course, including a minimum of 16 units: four units of English, three units of social studies, two units of mathematics (one of which must be algebra), and two units of science with a related laboratory course or the equivalent. A combined score of 1000 is expected on the SAT.

BACHELOR OF SCIENCE IN NURSING

The bachelor of science degree program in nursing is offered by the Department of Nursing, which is an integral part of the College of Health Sciences. The family-centered program is based on the concept that the person is a biopsychosocial being with basic health needs. The Department of Nursing believes that high-quality health care is a basic right of all people and that health care needs can be met through the practice of the professional nurse who has completed a systematic program of courses in the social and natural sciences, humanities, and the nursing major.

Characteristics of the graduate include the following: 1) evidences a concerned awareness and a sense of responsibility for contemporary health and social issues as these affect diverse populations; 2) provides leadership through professional and civic activities to advocate for the improvement of health care within society; 3) demonstrates accountability and competency in using the nursing process to assist clients at various levels of health in a variety of settings; 4) uses nursing theory and research to support nursing practice; 5) collaborates, coordinates, and consults as a colleague within the interdisciplinary health team in managing client care; and 6) characterizes learning as a life-long process.

DEGREE REQUIREMENTS

120 semester hours

1. General ed. requirements, see pages 38–44 — 48 semester hours
   Can include BIO 100; CHE/CRL 107; MAT 121; PSY 100; and SOC 200.
   Nursing students will be required to have a minimum cumulative GPA of 2.75 in the following courses: BIO 100, BIO 259 and 269, CHE/CRL 107 to enter NSG/NSL 212.
2. Nursing core requirements — 55 semester hours
   NSG 212*, 311*-312*, and 411*-412*; NSL 212*, 311*-312*, 411*-412*; and two nursing electives
3. Cognate requirements** — 21 semester hours
   BIO 204, 259, 269, and 307; HEA 206 or PSY 210; and NTD 303

* To continue progression in the program, a minimum grade of C or better in all courses is required.

** Some of these courses may be used to satisfy distributive requirements.

Academic Promotion Policy

Failures, D Grades, or NG (No Grade)

All nursing students who have a grade of D, F, or NG (no grade) in required courses during the freshman and sophomore years must repeat/complete these courses and achieve a satisfactory grade (C or above) before entering the junior-level nursing major courses with the exception of BIO 100 (or 110), 259, 269, and CHE/CRL 107, which require the cumulative 2.75 GPA.

A student must achieve a grade of C or better in the nursing major in the junior year for promotion to the senior year and achieve at least a C in the senior year for graduation. Students also must achieve at least a C– in BIO 307 and MAT 121.

If a student must repeat a nursing course, a grade of C or better in both the theory and laboratory (clinical practicum) components must be achieved. The theory and clinical portions of a nursing course must be taken concurrently.

Other policies are explained in detail in the current issue of the department handbook.

Special Requirements

Generic nursing candidates are admitted once a year, in September.

Transfer students can be admitted in spring and fall.

Nursing students are required to supply their own transportation to clinical facilities.

Insurance. Students are required to carry liability insurance coverage in the amount of $1,000,000/$3,000,000 during the junior and senior year at a yearly cost of approximately $30. Students also are required to carry health insurance.

Uniforms. Students are required to wear white uniforms to some of the clinical experiences during the junior and senior years. For community clinical settings, students will be required to purchase a purple nursing polo shirt from the WCU Bookstore, to be worn with black or khaki slacks. Uniform policies are presented in detail in the current issue of the department handbook.

CPR Certification. Students enrolled in nursing courses with a clinical component are required to be currently certified by the American Red Cross, American Heart Association, or other acceptable resource in Life Support (two-person) Cardiopulmonary Resuscitation. The CPR course must include resuscitation of children and infants.

Calculations exam. Competency in calculation of dosages is a prerequisite to NSG/NSL 311. The student is required to have attained 100 percent proficiency in calculating dosages as measured by a paper and pencil test. The nursing laboratory coordinator administers the calculations exam in the spring semester immediately prior to enrolling in the clinical courses.

RN Exit Exam. All senior students must complete the RN Exit Exam prior to graduation. Cost is assumed by the student. The student who does not score an 850 on the exit exam and provide documentation of successful completion of a review course will not be approved by the department chair to take the NCLEX/RN exam.

Health Requirements

Nursing candidates must meet the general health requirements of all students at West Chester University for the freshman and sophomore years. Candidates must meet the following health requirements during the summer prior to the junior year: inoculations against diphtheria, tetanus, measles, mumps, Rubella, rubeola, poliomyelitis (a series of four), Hepatitis B, and varicella; a complete physical examination, tuberculin skin test (TST), eye examination, and any other diagnostic tests deemed necessary. Prior to the senior year, students must repeat the TST.

Criminal and Pennsylvania Child Abuse History Clearance

In accordance with Pennsylvania Nursing Law and Child Protective Services Law as an effort to protect client safety and property, students will be required to complete a criminal background check and child abuse history clearance beginning their first-year classes in the fall and again before progressing to NSG/NSL 212, NSG/NSL 311, and NSG/NSL 411. In addition, students will be required to complete Delaware Child and Elder Abuse History Clearance prior to NSG/NSL 312.

Substance Testing

Students must have urine drug screening performed at a designated laboratory during the stated testing period before progressing to each of the following courses: NSG/NSL 311 and NSG/NSL 411 (a total of two tests). Students are responsible for the costs associated with these tests. Students with a positive result will be dismissed from the nursing major. Refusal to be tested will result in dismissal from the nursing major.

Nursing Laboratory

The nursing laboratory in the Sturzebecker Health Sciences Center is available as a resource to help the nursing student in the learning process. There are five sections of the laboratory. One area contains hospital beds, examination tables, and other equipment found in clinical care settings. This area is used for the teaching and learning of nursing skills. The second area is a separate computer laboratory for students to study and review nursing theoretical and clinical skills, and to complete required computer software programs. The third area is a conference room for student and faculty meetings and seminars. The fourth section of the lab is a student-centered gathering and study area. The fifth section is the area designated for clinical simulation with SimMan and SimBaby.

Every student is required to use the learning laboratory at specified times. In addition, students are expected to spend time using this resource for independent learning based on their individual needs. The laboratory is staffed by a full-time nursing laboratory coordinator who is a registered nurse.

Transfer Policy

Transfer students are accepted into the nursing major each semester. The number accepted each semester is based on the number that the department can accommodate in a sound educational experience.

Students currently enrolled at West Chester University who wish to transfer in to the Department of Nursing must attend a transfer information session to begin the process and subsequently submit an application packet to the department. All application procedures must be completed in order for the candidate to be considered for entrance into the nursing major.

All students who wish to transfer into the Department of Nursing must

1. show evidence of satisfactory completion (70 percent or better) in BIO 100, 110, or 259, CHE 103 and CRL 103, or CHE 107 and CRL 107, PSY 100 or SOC 200, and WRT 120;
2. complete the application form (available from the Department of Nursing);
3. complete the required essay;
4. submit one letter of reference from a West Chester University faculty member; and
5. complete an interview with the assistant department chairperson.
6. Students must have a minimum composite 2.75 GPA in the following courses: BIO 100 or 110, 259, 269; CHE 107; CRL 107 or CHE 103; CRL 103.

Degree Program for Registered Nurses

The department offers an innovative and flexible program for registered nurses who wish to earn a baccalaureate degree in nursing. The program, which varies in length depending on the number of credits a student transfers in, features one night per week of nursing courses and individualized clinical arrangements. Students receive credit for nursing and other courses as well as an option of a portfolio assessment for clinical experience.

Detailed information about this program may be obtained from the department office.

Advance 2 B.S.N.

The department offers an accelerated second degree program. This 17-month intensive program builds upon a student's previous education and enables an individual already with a baccalaureate degree to earn a baccalaureate degree in nursing. Upon successful completion of this program, the student will be eligible to take the National Council Licensure Examination (NCLEX). Detailed information about this program may be obtained from the department office.

Licensing Eligibility in Pennsylvania

In order to be employed in professional nursing in the Commonwealth of Pennsylvania, students must apply for a temporary practice permit through the State Board of Nursing.

Students must meet all program requirements to be eligible for the National Council Licensure Examination (NCLEX) upon graduation. Passing this examination designates Registered Nurse (RN) status. In accordance with the Professional Nurse Law, felonious acts prohibit licensure in Pennsylvania as indicated by the following:

"The Board shall not issue a license or certificate to an applicant who has been convicted of a felonious act prohibited by the act of April 14, 1972 (P.L. 233, No. 64), known as 'The Controlled Substance, Drug, Device and Cosmetic Act,' or convicted of a felony relating to a controlled substance in a court of law of the United States or any other state, territory, or country unless:

(1) At least ten (10) years have elapsed from the date of the conviction;

(2) the applicant satisfactorily demonstrates to the board that he has made significant progress in personal rehabilitation since the conviction such that licensure of the applicant should not be expected to create a substantial risk of harm to the health and safety of patients or the public or a substantial risk of further criminal violations; and

(3) the applicant otherwise satisfies the qualifications contained in or authorized by this act.

As used in the subsection, the term 'convicted' shall include a judgment, an admission of guilt or a plea of nolo contendere. An applicant's statement on the application declaring the absence of a conviction shall be deemed satisfactory evidence of the absence of a conviction, unless the Board has some evidence to the contrary." (Pennsylvania State Board of Nursing, Professional Nurse Law, printed, September 2009).

COURSE DESCRIPTIONS
NURSING

Symbol: NSG

D 109 Health Issues of Women (3) This course encompasses the needs and concerns of women as consumers in our present health care system. It examines various biological, psychological, and social topics related to women's health care, including medical abuses, sexuality, sex roles, and women's health in the workplace. This course is an enrichment to liberal education, encouraging inquiry into previously neglected areas of women and health. It is offered in the Women's Studies Program and is open to all University students, regardless of major, as an elective.

110 Transcultural Health: Principles and Practices (3) This course examines the health beliefs and practices of a variety of subcultural groups in the U.S. Emphasis is placed on the application of multicultural health beliefs to the caring process. It utilizes the cross-cultural approach in meeting the health needs of clients and families. It is open to all University students, regardless of major, as an elective.

W 212 Nursing Theories and Concepts (3) Taken in the sophomore year. Nursing theories and concepts, conceptual frameworks, theories from other disciplines that may apply to nursing, and the nursing process are studied in this course. PREREQ: Sophomore standing.

NSL 212 Nursing Theories and Concepts Lab (3) (Must be taken with NSG 212) This clinical experience includes interviewing skills, physical and psychosocial assessment, vital signs measurement, basic hygienic practices, body mechanics, and infection control.

216 Healthy Aging in the New Millennium (3) The student will have the opportunity to form a relationship with a healthy, elderly individual. Students will utilize communication skills through interaction on a one-to-one basis with senior citizens in a private home setting. Students will become acquainted with the problems of day-to-day living and the crises that face this population along with the adaptive strengths and resources that are an essential part of the healthy older person's personality.

217 Loss and Grieving: What to Say, What to Do (3) Loss, grief, and/or depression are universal experiences. Concrete measures to help oneself and peers better cope with these experiences are presented. Barriers that make providing comfort and support to others difficult or uncomfortable are identified and discussed. Effective measures for talking with and helping those who are grieving, depressed, or suicidal are presented, and each student is assisted to develop his or her own style in comfortably using selected approaches. Classes will be participatory with minimal lecture.

218 Concepts in Caring (3) The emphasis of this course is that caring is a universal concept that can be viewed from many disciplines. Nurses, professionals in the caring business, serve as the guides in a creative journey connecting human caring and the various disciplines.

219 Computers and the Health Care Delivery System (3) This elective course will be of practical importance to any student who is interested in the impact of computers on the health care delivery system. The course is divided into three areas: 1) an overview of the computer; 2) application of the computer to the health care delivery system, including the role of the health care professional and the consumer; and, 3) issues pertaining to the computer and the health care delivery system. Use of the computer with a variety of applications and CAI software is integrated throughout the course.

◆ 221 Skills for Professional Success (1) This one-credit elective for level III and IV nursing majors is designed to help students foster clinical judgment skills by focusing on study skills, critical thinking, and test-taking. Emphasis is placed on preparing students with skills that are essential for success on the National Council Licensure Examination for Registered Nurses (NCLEX-RN). PREREQ: Must be enrolled in nursing courses at 300 or 400 level.

I 222 Issues in Transcultural Health Care Delivery (3) This is a systems approach to health care delivery. Surveys health needs of diverse U.S. populations using a multidisciplinary approach. Introduces the origin and evolution of sociocultural health beliefs as they impact health behaviors and outcomes of culturally and ethnically diverse individuals and populations. All concepts will be approached from business/economics, health, and political science perspectives. Promote collaboration among disciplines, to improve student communication skills to facilitate their ability to advocate for diverse populations, and to improve health care services for diverse populations.

223 Crime Victim Advocacy (3) This course provides introductory training for anyone wishing to work with victims and survivors of sexual assault and other forms of victimization. The course is an excellent basis for those seeking to volunteer or intern with community-based agencies specializing in this field.

224 Domestic Violence Victim Advocacy (3) This course provides introductory training for anyone wishing to work with victims and survivors of family violence. The course is an excellent basis for those seeking to volunteer or intern with community-based agencies specializing in this field.

310 Human Response to Disease (3) This course examines core concepts of human response alterations to disease processes at the cellular and systemic level. The focus is on illness as it affects major body systems. Students will identify and analyze prototypical clinical situations, which will provide a foundation for their nursing practice. This course will link clinical situations to their underlying mechanism of disorder and provide a sound knowledge for the practice of professional nursing. For Advance 2 BSN students only. PREREQ: Nursing majors only.

W 311 Adaptation I (5) Must be taken during junior year, fall semester. The emphasis of this course is on the prevention of illness and promotion of health by assessment of the health status, appropriate intervention, and evaluation of the health promotion plan. The nursing process provides the framework for promotion of wellness in a variety of settings with clients of any age group. PREREQ: BIO 307.

NSL 311 Adaptation I Laboratory (5) Clinical experiences are provided in agencies where relatively well populations have been identified, such as schools, nursery schools, well baby clinics, and health maintenance clinics. NSG 311 and NSL 311 always must be taken concurrently. PREREQ: BIO 100, 204, 259, and 269; CHE 103-104 and CRL 103-104 or CHE 107 and CRL 107; HEA 206 or PSY 210; NSG 212 and NSL 212; NTD 303; PSY 100; SOC 200; and one of the following, WRT 200, 204, 205, 206, 208, or 220.

W 312 Adaptation II (6) Must be taken during junior year, spring semester. The emphasis of this course is on the maintenance of health and promotion of adaptive responses in clients with chronic health problems. The nursing process is used to assist these clients to adapt to stressors through supportive therapeutic, palliative, and preventive measures.

NSL 312 Adaptation II Laboratory (5) Clinical experience is provided in settings where clients with chronic health problems have been identified. These settings include rehabilitation centers, child development centers, nursing homes, and acute care settings. These environments provide flexibility for students to implement changes for clients and acquire skills that will be utilized in other nursing courses. NSG 312 and NSL 312 always must be

D Diverse communities course
W Writing emphasis course
◆ This course may be taken again for credit.
I Approved interdisciplinary course

taken concurrently. PREREQ: NSG 311 and NSL 311.

314 Internship (3) This course is designed to provide nursing students with the opportunity to enhance knowledge and skills acquired in NSG/NSL 311-312. Students will have the opportunity to participate in the care of a group of clients over a consecutive span of days and to increase their awareness of the professional role. PREREQ: Successful completion of NSG/NSL 311-312.

316 Coping with Cancer (3) The emphasis of this course is on coping with clients who have cancer. Various physiological and psychosocial effects this disease has on clients and their families will be examined. The course will allow students to explore their own feelings related to cancer and assist them in their contacts with cancer clients. Topics that will be discussed include dealing with loss, pain, pain management, hospice care, and communication with the cancer client. This course is open to all students.

W 317 Women's Sex and Sexuality (3) This course examines ideas and information about women, sex, and sexuality from biological, psychological, political, and social perspectives. Areas of focus include the importance of sex and sexuality as to who women are and how they live; the effect on women of the social construction of women's sexuality; and how increased understanding will change and improve the way women see themselves and are served by social institutions.

318 Selected Topics in Nursing (3) An in-depth study of selected, current topics relevant to nursing and health care. This course will emphasize the critical analysis of current topics on health care. Each student will develop a commitment to reading and critiquing nursing literature in professional journals as part of the teaching-learning process.

320 Care of the Inner Self (3) This course focuses on care of the inner self or spirit. The purpose of the course is to prepare one to understand the inner self and to know how to use the power within the self to maintain wellness and prevent illness.

350 Basic Arrhythmia Interpretation (1) This course presents methods for identification of normal and abnormal cardiac rhythms and rationale for basic treatment of cardiac arrhythmias.

352 Interpretation of Laboratory Values (1) This course will provide an in-depth study of frequently encountered laboratory findings with an emphasis on the critical analysis of these laboratory results and appropriate follow-up. The course will help students to identify and prioritize nursing interventions for the client undergoing laboratory testing to assure quality specimen collection.

367 Nursing Implications of Drug Interactions (1) The student will be introduced to essential pharmacological principles and concepts. The nursing process will provide the framework for the application of the theory in a variety of health care settings.

380 Clinical Simulation in Nursing (3) In this course students will play a variety of roles during patient-care scenarios using SIM-MAN technology. During scenarios students will assess patient condition, critically think through patient-care problems, implement nursing interventions, and evaluate patient outcomes. Students will evaluate performance of self and peers during debriefing sessions for continued improvement in problem solving and patient outcomes.

401 Issues in Nursing Science (3) This course will explore a variety of approaches to nursing science including grand- and middle-range theories and their application to nursing practice. Current issues that affect nursing practice will be addressed.

407 Critical Care Practicum (2) This course provides students who have successfully completed NSG/NSL 312 an opportunity to enhance their knowledge and skills in acute, critical-care nursing. This off-campus course will allow students to demonstrate critical-thinking skills in nursing. Student will gain exposure to electrocardiogram interpretation and respiratory ventilator nursing care. Also provided is an opportunity to learn medications utilized in critical-care areas and to observe nurses and their responsibilities. This clinical elective course is limited to ten students.

◆ **410 Independent Study in Nursing (3)** The student produces an independent, research-oriented project under close faculty advisement on a nursing topic of special interest to the student. Participation in a selected field experience is optional. PREREQ: Permission of department chairperson.

W 411 Advanced Adaptational Problems I (6) Must be taken during senior year, fall semester. The emphasis of this course is on the study of adaptive responses that create new stresses, requiring additional adaptations and frequently interrupting an individual's mode of functioning. The nursing process is used to assist clients in crises.

NSL 411 Advanced Adaptational Problems I Laboratory (5) Clinical experience is provided in acute care settings, in psychiatric in-patient settings, and in community health settings. NSG 411 and NSL 411 always must be taken concurrently. PREREQ: MAT 121, NSG 312, and NSL 312.

W 412 Advanced Adaptational Problems II (6) Must be taken during senior year, spring semester. NSG 412 is a continuation of NSG 411 with the emphasis on the subconcepts of decision making and advocacy. The nursing process is utilized interdependently in approaching multihealth care problems of clients. Special attention is given to inquiry as the student correlates nursing theories and concepts with identifiable research problems in varied environments. Opportunity is provided in this semester to develop organization and management skills.

NSL 412 Advanced Adaptational Problems II Laboratory (5) Clinical experience is provided in acute care settings, psychiatric inpatient settings, and community health settings. NSG 412 and NSL 412 always must be taken concurrently. PREREQ: NSG 411 and NSL 411.

414 Breastfeeding and Human Lactation (3) For students seeking in-depth knowledge about breastfeeding and human lactation. Emphasis is on understanding the physiology of human lactation and the health impact on infants and their mothers. The normal process of breastfeeding will be addressed with exploration of the barriers to breastfeeding as well as the supports available for breastfeeding.

W Writing emphasis course
◆ This course may be taken again for credit.

Pharmaceutical Product Development

117A Schmucker Science Center South
610-436-2939
e-mail: ppd@wcupa.edu
Stephen J. Zimniski, *Director*

FACULTY ADVISORY BOARD

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Stephen J. Zimniski, *Pharmaceutical Product Development*

The bachelor of science in **pharmaceutical product development** prepares students for careers in the pharmaceutical industry. The curriculum was developed through extensive dialog with representatives of the pharmaceutical and biotechnology industries, and was designed to meet the unique needs of students seeking careers in this dynamic area. The curriculum for the degree is interdisciplinary in nature; students acquire a solid foundation in the physical and pharmaceutical sciences, as well as experience in technical writing, oral communication, statistics, economics, and biomedical ethics. All of the drug design courses for the PPD major are taught by individuals employed at pharmaceutical companies, so that students can gain up-to-date knowledge about the industry. This innovative curriculum is coupled with up to two summers of paid internships following the sophomore and junior years. These assignments are provided within the pharmaceutical industry and give students experience and a level of understanding that is a practical, invaluable complement to the classroom. Graduates of this program are poised to enter industry with a breadth of understanding that otherwise takes several years of industrial experience to acquire. Furthermore, this diverse curriculum prepares students for both graduate and professional schools including medicine, dentistry, optometry, and pharmacy.

Please contact the Pharmaceutical Product Development Office for further information on admission standards for undergraduate and transfer students.

BACHELOR OF SCIENCE—PHARMACEUTICAL PRODUCT DEVELOPMENT

120 semester hours

1. General ed. requirements, see pages 38–44 — 48 semester hours
   PHI 371 will be required and will fulfill the interdisciplinary requirement, MAT 121 will be required and will fulfill the basic skills mathematics requirement, and ECO 112 must be selected as one course in the behavioral and social sciences. Although these courses may be used to fulfill distributive requirements, they are required courses in the degree program.
2. Chemistry courses — 22 semester hours
   CHE 103, 104, 231, 232, and 476; and CRL 103, 104, 231, and 232
3. Biology courses — 22 semester hours
   BIO 110*, 214, 220, 230, 367, and 469; and BIL 333
4. Interdisciplinary — 10 semester hours
   PPD 481, 482, 483, and 484
5. Supporting courses — 20–21 semester hours
   ENG 371/375, MAT 108/161, PHY 130* and 140, SPK 230*, and STA 311
6. Pharmaceutical product development electives — 7 semester hours
   Courses are to be chosen from the following list in consultation with an adviser.
   BIO 217, 307, 314, 334, 357, 421, 428, 431, 454, 456, 464, 465, 467, 484; BLA 201; CHE 300, 321, 333, 345, 381, 403, 424, 436, 477, 479; CRL 321, 424, 436, 476, 477; MAT 122, 162, 261, 319, 421, 422; MKT 200; PPD 485 and 490

*This course also satisfies the general education requirement.

COURSE DESCRIPTIONS PHARMACEUTICAL PRODUCT DEVELOPMENT

Symbol: PPD

481 Drug Design I (3) This first course in a three-semester sequence provides an overview of the pharmaceutical industry and the drug development process, followed by an in-depth study of the clinical trials portion of this process. Statistical design used in trials for demonstrating drug safety and efficacy are discussed. The role of IRBs, informed consent, and other medical-legal issues are explored. COREQ: STA 311 or permission of the instructor.

482 Drug Design II (3) A course emphasizing the final stages of drug development and the regulatory and medical affairs features of the process, including the marketing and sales, manufacturing, and distribution of a drug. PREREQ: BIO 367 or permission of the instructor.

483 Drug Design III (3) This course emphasizes the discovery portion of drug development and illustrates the major concepts in medicinal chemistry. The scientific tools used, such as high throughput screening, genomics, and computational chemistry, are considered. Criteria for making a compound workable as a drug are discussed, and the selection of the administration route is reviewed. PREREQ: BIO 367 and 467; and PPD 482 or permission of the instructor.

484 Pharmaceutical Internship I (1) A summer, paid internship experience with a pharmaceutical or biotechnology company. These internships are designed to provide experiences in key aspects of the pharmaceutical industry. Students will be supervised jointly by an on-site professional scientist and a member of the Pharmaceutical Product Development Program Committee. One credit will be awarded. PREREQ: Completion of BIO 214, 220; BIL 333; and CHE 232. The students must have a minimum GPA of 2.75 and a grade of C- or better in all science courses. A minimum of 24 credit hours must be completed at West Chester University for successful evaluation and recommendation of the Pharmaceutical Product Development Program Committee.

485 Pharmaceutical Internship II (1) A second paid internship experience with a pharmaceutical or biotechnology company. These internships are designed to provide experiences in key aspects of the pharmaceutical industry. This experience will be designed to complement the experience gained from PPD 484. PREREQ: Completion of PPD 484. The students must have a minimum GPA of 2.75 and a grade of C- or better in all science courses.

◆ **490 Special Topics in Drug Development (1)** This course is designed to offer in-depth seminars about novel and exciting areas of research in the field of pharmaceutical product development and drug discovery. Invited speakers will be industry experts presenting the most up-to-date information about their areas of expertise. PREREQ: PPD 481; COREQ: PPD 483. The course may be repeated only at consent of the instructor.

◆ This course may be taken again for credit.

Department of Philosophy

103 Main Hall
610-436-2841
Joan Woolfrey, *Chairperson*

PROFESSOR: Porritt

ASSOCIATE PROFESSORS: Hoffman, Woolfrey

ASSISTANT PROFESSORS: Forbes, Pierlott, Schroepfer, Striblen

The Department of Philosophy offers two concentrations leading to the bachelor of arts degree.

1. The philosophy concentration surveys the history of philosophy, explores its major disciplines, and focuses on selected topics of perennial interest. The purpose of the program is to develop the organizational, analytic, and expressive skills required for law school, graduate work in philosophy, and a wide range of careers in government, business, and industry.
2. The religious studies concentration is a valuable preparation for careers in fields where an understanding of religious/cultural background and diversity is crucial, such as education, public relations, international affairs, and business. Undergraduate work in religious studies can also enrich students' personal lives and may be used to prepare students for seminary study at the graduate level.

REQUIREMENTS COMMON TO THE B.A. PROGRAMS

120 semester hours

1. General ed. requirements, see pages 38–44 — 48 semester hours
2. Language/culture requirement — 0-15 semester hours
3. Major requirements — 30 semester hours
4. Free electives — 27-42 semester hours

BACHELOR OF ARTS—Philosophy Concentration

1. Required core courses — 21 semester hours
   PHI 101, 190, 270, 272, 350, 412 and 499
2. Philosophy electives — 9 semester hours

BACHELOR OF ARTS—Religious Studies Concentration

1. Required courses — 30 semester hours
   a. Major program requirements (15)
      PHI 101, 102, either 204 OR 205, 206, and 414
   b. Major program electives (15)
      Five electives (at least three must be at or above the 300 level) from the following, under advisement: ANT 344; PHI 125, 130, 204, 205, 207, 220, 270, 271, 272, 349, 390; SOC 344

Note: Language requirements are 12-15 semester hours. Up to nine hours may be taken as culture cluster classes.

Minor Programs

Students may minor in either philosophy or religious studies. Elective courses are selected in consultation with the student's minor adviser. Either of these minors may be taken as a concentration in the bachelor of arts in liberal studies general degree program.

Philosophy Minor — 18 semester hours

1. Required courses — 12 semester hours

PHI 101, 150 or 190, 174 or 180, and 270, 271, or 272

2. Philosophy electives (under advisement) 6 semester hours

Religious Studies Minor 18 semester hours

1. Required courses 9 semester hours

PHI 102, 206, and 204 or 205

2. Choose three courses (at least two must be at or above the 300 level) from the following: 9 semester hours
ANT 344 or SOC 344;
PHI 125, 130, 204, 205 (if not taken above), 207, 271, 349, 390, 414

COURSE DESCRIPTIONS
PHILOSOPHY

Symbol: PHI, unless otherwise noted.

100 Creating Meaning (3) An introduction to existentialism emphasizing film and literature. Existentialism was one of the most influential intellectual currents of the 20th century. Through film, literature, and the primary philosophical texts of existential philosophers such as Frederick Nietzsche, Jean-Paul Sartre, Albert Camus, and Simone de Beauvoir, the course will explore basic existential themes such as the formation of values, "dread," and "alienation." Existentialism focuses less on what to think and more on how to live stark-raving sane in the face of radical freedom and responsibility.

101 Introduction to Philosophy (3) The chief problems and methods of philosophic thought, with a survey of some typical solutions. The place and influence of philosophy in life today.

I W 102 Introduction to Religious Studies (3) The role of religion in human life. Illustrations drawn from various traditions, rituals, and belief patterns, both ancient and modern.

▲125 Theology and Science: Enemies or Partners (3) An inquiry into the relationship of theology to the natural sciences. Team taught by a physicist and a philosopher, the course investigates how ideas of God have been affected by advances in physics and biology. Crosslisted as PHY 125.

130 Religion in the U.S. (3) This course will explore the rich diversity of religions in the United States and the impact of religion on our culture.

150 Critical Thinking and Problem Solving (3) An introduction to the principles needed for effective thinking and evaluation of arguments in practical situations. Topics include procedures and guidelines for identifying and evaluating arguments, recognizing and eliminating fallacies, and writing and criticizing argumentative essays.

I 174 Principles of the Arts (3) A critical examination of traditional and contemporary aesthetic theories from diverse cultural perspectives to extend students' thinking about the "concept" as well as the "experience" of art. Visual and literary arts are emphasized, as well as how to live a more artful life.

J 180 Introduction to Ethics (3) Introduction to major theories and contemporary work in moral philosophy and offers tools for ethical decision making in our daily lives with an emphasis on the influence of culture, power, and privilege.

190 Logic (3) Introduction to deductive and inductive logic, with emphasis on classical syllogistic and symbolic logic. Topics include arguments, categorical propositions and classes, immediate inferences, Venn diagrams, rules of syllogism, propositional functions, truth tables, and predicate logic.

I SSC 200 Introduction to Peace and Conflict Studies (3) An interdisciplinary inquiry into the nature and causes of social conflict. The aim throughout is to find ways of avoiding destructive conflict, whether through negotiation or other means. The issue of justice as a factor in conflict receives special attention.

◆ 201 Contemporary Issues (3) Discussion and analysis of contemporary philosophical issues. The topic varies from semester to semester.

204 Philosophies and Religions of India (3) The religious and philosophical heritage of India, from Vedic times to the present. Examination of major classics, such as Rig Veda, Upanishads, Bhagavad-Gita, and Yoga-sutras; recent writers such as Tagore, Gandhi, and Radhakrishnan.

205 Philosophies and Religions of the Far East (3) A survey of Far Eastern philosophy, religion, and scientific thought. Confucianism, Taoism, and the various schools of Mahayana Buddhism, including Zen, are given primary emphasis.

206 Religions of the West (3) An introduction to the three major traditions of the West: Judaism, Christianity, and Islam. By exploring their earliest heritage, including founders, scriptures, early institutions and practices, the course will then address how these traditions were preserved, reinvigorated, and sometimes transformed in response to social change and political upheaval.

207 Philosophies of Nonviolence (3) An examination of the concepts of violence and nonviolence, especially as seen by recent thinkers. The course attempts to link theory with practice by considering the contributions of Tolstoy, Gandhi, Thoreau, and other philosophers, religious thinkers, and activists.

220 Introduction to Islam (3) A general introduction to Islam which will focus on the sources for Muslim belief and practices, the diversity within the Muslim community, and modern movements within Islam and the Muslim community.

F 270 History of Ancient Philosophy (3) A survey of the major figures of ancient philosophy, from the pre-Socratic period through Plato, Aristotle, the Epicureans, and Stoics, to the Skeptics and Neo-Platonists.

271 History of Medieval Philosophy (3) The history of philosophy from the early Church fathers to the late Middle Ages. St. Augustine, St. Thomas, mysticism, Jewish and Islamic influences, humanism, and the rise of science.

F 272 History of Modern Philosophy (3) From Descartes to Hegel. The social, political, and scientific impact of the philosophers.

F 273 19th-Century Philosophy (3) Hegel and German Idealism; decisive influences on European and American literature and thought. Survey of the chief themes of Schopenhauer, Comte, Mill, Peirce, Marx, Kierkegaard, Darwin, and Nietzsche.

284 American Philosophy (3) Leaders in science, literature, religion, and government who have shaped American thought. Philosophers of Puritanism, the Revolution, Transcendentalism, and native schools of Realism, Idealism, and Pragmatism.

I W 330 (also LIN 330) Introduction to Meaning (3) Discussion of the analysis of meaning given by various disciplines, including philosophy, psychology, linguistics, communication studies, and the arts.

340 Contemporary Moral Issues (3) Philosophical examination of major social debates (e.g., abortion, human cloning, war, and violence) and their relation to race, class, gender, and other categories.

349 Ideas of the Bible (3) This course will explore major themes in the Bible and their impact on Western culture, including constructions of gender. Particular attention will be paid to their influence on Western literature, religion, and philosophy.

◆ 350 Philosophical Topics: The 20th Century and Beyond (3) A historical survey of the main trends in late 20th century philosophy and contemporary philosophy. The topic may vary from semester to semester.

I 371 Medical Ethics (3) A survey of basic ethical theories with application to contemporary ethical issues, including rights and responsibilities, the definition of life, and biomedical research.

J 373 Business Ethics (3) The study of philosophical concepts and ethical criteria as applied to business practices. Through case studies and scholarly contributions, the course will cover issues such as the ethical nature of the free market system, foreign outsourcing, and the environmental impact of business, consumer rights, worker rights, and job discrimination, among others.

J 390 Women and Religion (3) An exploration of how the beliefs and practices of major world religions have both hampered and enhanced women's lives. The often marginalized voices of women from within these traditions will be placed in the foreground, uncovering in the process a rich heritage of women's influence and how ideas and images have been used and often creatively transformed to undermine violence and exploitation.

▲ I 405 Feminist Theory (3) Designed to introduce and discuss basic questions in contemporary feminist theory, the course will explore different philosophies of feminism and include such issues as motherhood, intersections with other theories of oppression, and body politics. PREREQ: WOS 225 or permission of the instructor. Crosslisted with WOS 405.

◆ 410 Independent Studies (1-3)

411 The Problem of War (3) An interdisciplinary examination of war and the "war system," including terrorism. Alternatives to war are also considered.

412 Ethical Theories (3) An inquiry into the meaning, interpretations, and function of ethical theory in our lives. The course will explore some combination of classic, modern, and contemporary ethical theories. PREREQ: PHI 101 or 180, and an overall 2.00 GPA, or permission of instructor.

414 Philosophy of Religion (3) Religion and the religious experience as viewed by major Western thinkers. The concepts of God, immortality, religious knowledge, evil, miracles, and the science-religion dialogue.

F 415 Existentialism (3) An exploration of important texts in 19th and 20th century existentialism and their influence on contemporary currents in philosophy and the social sciences. PREREQ: Two prior philosophy courses or instructor approval.

422 Philosophy of Science (3) The nature of scientific method and scientific theory, with reference to presuppositions, inference, explanation, prediction, applications, and verification. PREREQ: At least one 200-level PHI course (PHI 272 recommended)

I Approved interdisciplinary course
W Writing emphasis course
▲ Crosslisted course. Students may not take both courses for credit.
J Diverse community course
◆ This course may be taken again for credit.
F Culture cluster

and one other PHI course or permission of instructor.

436 Symbolic Logic (3) Principles and methods of symbolic logic. Practice in determining validity of sentential and quantificational arguments. The algebra of classes. PREREQ: PHI 190 or permission of the instructor.

480 Environmental Ethics (3) Study of arguments and principles surrounding moral questions about the environment: Who and what deserves moral consideration? What are our moral obligations to the environment? What if our obligations to the environment and human beings conflict? Do animals have rights? PREREQ: One PHI course or permission of instructor.

481 Philosophy of Human Rights (3) This course examines the theories of human rights and their bearing on public policy issues such as legitimacy of war and terrorism, economic justice, and whether future generations have rights. Topics include whether basic human rights exist, and if so, what are they, what is their nature or basis, and what arguments can be brought to bear upon these questions. PREREQ: Six credits of philosophy or permission of instructor.

482 Social Philosophy (3) The relationship between the individual and the social/political order. The good society and the just state as seen by modern and recent Western thinkers, such as Locke, Rousseau, Marx, Nozick, and Rawls. Cutting-edge issues of the present day are also explored. Course is conducted in seminar format.

◆ **499 Philosophical Concepts and Systems (3)** An intensive study of the major works of one philosophical system, emphasizing comparison with other views. Required of all philosophy majors. PREREQ: Six hours of philosophy, senior standing, and an overall minimum 2.00 GPA, or permission of instructor.

◆ This course may be taken again for credit.

Department of Physical Education — See Kinesiology

Department of Physics and Pre-Engineering Program

127 Merion Science Center
610-436-2497
Anthony J. Nicastro, Chairperson

PROFESSOR: Nicastro

ASSOCIATE PROFESSOR: Waite

ASSISTANT PROFESSORS: Aptowicz, Sealfon, Sudol, Thornton

The Department of Physics offers three undergraduate degree programs:

1. The B.S. in PHYSICS is designed as preparation for graduate school or careers in government or industry. The curriculum includes a strong foundation in mathematics and the humanities. A wide choice of electives in the program provides the flexibility to develop a minor in a related area of interest.
2. The B.S. in EDUCATION in PHYSICS provides a solid background in physics, mathematics, and related sciences for a teaching career at the secondary level and leads to certification to teach physics in the public schools of Pennsylvania.
3. The B.S. in PHYSICS/B.S. in ENGINEERING is a cooperative, dual-degree, five-year engineering program with The Pennsylvania State University at the University Park and Harrisburg campuses or with Philadelphia University.

For admission to the physics program, most students should have completed, in addition to the general University requirements, one year each of high school chemistry and physics, and a minimum of three years of mathematics, including algebra and trigonometry, and be prepared to start calculus. Any student with a deficiency must complete WRT 120 and MAT 161 with grades of C– or better to be admitted to the program.

Scholarships/Awards

The Robert M. Brown Endowed Scholarship for Physics was established in 1997 by Mr. Robert M. Brown. Partial tuition scholarships are awarded annually on a competitive basis to students in the physics program.

In addition, the Dr. Michael F. Martens Award, established by the West Chester Lions Club, is given annually to students who have shown outstanding achievement in physics. Awards are determined by the department's faculty. Other awards include the Benjamin Faber Award in physics and mathematics, and the Diane and Roger Casagrande Scholarship for students in pre-engineering or communication studies. In addition to these, the Physics/Philosophy Prize is awarded to a student who has made a notable contribution on a topic related to the interface of science and theology. These awards are granted annually at an induction ceremony for new members of the West Chester University Chapter of Sigma Pi Sigma, the national physics honor society.

The physics programs can also be found on the Internet: http://www.wcupa.edu/_academics/sch_cas.phy/.

BACHELOR OF SCIENCE—PHYSICS

120 semester hours

1.	General ed. requirements, see pages 38–44	48 semester hours
2.	Physics courses PHY 170, 180, 240, 300, 310, 320, 330, 350, 370, 420, and 430; an additional six credits in physics must be chosen from available electives at or above the 250 level	40 semester hours
3.	Mathematics courses CSC 141*; MAT 161*, 162, 261, and 343	17 semester hours
4.	Chemistry courses CHE 103* and 104; CRL 103* and 104	8 semester hours
5.	Free electives	17 semester hours

Students must maintain a GPA of 2.0 or greater in their physics courses. Transfer students must take 15 or more physics credits at West Chester at the 300 level and above for graduation.

BACHELOR OF SCIENCE IN EDUCATION—PHYSICS

121 semester hours

1.	General ed. requirements, see pages 38–44	48 semester hours
2.	Core requirements a. Physics: PHY 170, 180, 240, 300, 310, 320, 330, and 410 or 430 b. Mathematics: MAT 161*, 162, 261, and MAT 343 or PHY 370 c. Sciences: CHE 103* and 104, CSC 141, PHY 105 or EDD 111, and one elective in biology*	53 semester hours
3.	Professional certification requirements, EDP 250; EDF 300*; EDA 103, 303; EDR 347, ENG/LAN 382*; EDS 306; SCE/SCB 350; EDS 411 and 412	35 semester hours

Students must maintain a GPA of 2.0 or greater in their physics courses. Transfer students must take nine or more physics credits at West Chester at the 250 level and above for graduation. See the "Teacher Certification Programs" section of this catalog for an explanation of related requirements.

COOPERATIVE PHYSICS/ENGINEERING PROGRAMS

The Department of Physics, in cooperation with The Pennsylvania State University at the University Park and Harrisburg campuses, offers degree programs in physics and engineering requiring three years at West Chester University plus two years at The Pennsylvania State University. At the end of this period, the student receives two baccalaureate degrees: a B.S. in physics from West Chester and a B.S. in engineering from Penn State.

Transfer students and students who have completed a bachelor's degree are not eligible for transfer to Penn State in this program.

Areas of study in engineering at The Pennsylvania State University at

*These courses meet a general education requirement.

University Park are the following:
Agricultural Engineering
Ceramic Science
Chemical Engineering
Computer Engineering
Electrical Engineering
Engineering Science
Energy Engineering
Environmental Engineering
Industrial Engineering
Metallurgy
Mining Engineering
Nuclear Engineering
Petroleum and Natural Gas Engineering

Areas of study in engineering at The Pennsylvania State University and at Harrisburg are the following:
Electrical Engineering
Environmental Engineering

A similar, dual degree cooperative physics/engineering program is available through West Chester University's affiliation with the School of Engineering and Textiles of Philadelphia University. This program is available to all freshmen as well as transfer students. Areas of study in engineering at Philadelphia University are 1) the B.S. program in general engineering with minor tracks in mechanical, industrial, architectural, environmental, and textile engineering; and 2) B.S. programs in architectural engineering, mechanical engineering, industrial and systems engineering, and textile engineering technology. Contact the Department of Physics for further information on either of these cooperative programs.

Admission to The Pennsylvania State University or to Philadelphia University is contingent on a recommendation from the Department of Physics and the student having maintained the overall average for the specific engineering major. Most areas of engineering require a minimum of 3.0 GPA for admission at the junior level. Some are higher.

Requirements for Physics/Engineering Programs

1. General ed. requirements, see pages 37–41 — 48 semester hours
2. Physics — 32 semester hours
   PHY 115, 116, 170, 180, 240, 260, 300, 310, 320, and 370; an additional six credits in physics at or above the 300 level must be chosen, depending on the engineering area selected
3. Mathematics — 18 semester hours
   CSC 141*; MAT 161*, 162, 261, and 343
4. Chemistry — 8 semester hours
   CHE 103* and 104; CRL 103* and 104

In addition, students intending to enroll in chemical engineering must have CHE 231 and 232; in mining engineering, ESL 201 and ESS 101; and in petroleum and natural gas engineering, ESL 201 and ESS 101. Students intending to enroll in aerospace, electrical, or nuclear engineering must take PHY 370 and PHY 420.

Minor in Physics — 19 semester hours

The program can be used as technical preparation to complement work in other scientific or nonscientific areas, e.g., business majors interested in careers in technologically oriented industries, majors interested in technical or scientific sales, English majors interested in technical writing, or social science majors interested in the area of energy and the environment.

Required: PHY 130 and 140, or PHY 170 and 180; also PHY 240. In addition, students must select eight credits of physics courses at the 250 level or above, chosen under advisement with the Department of Physics. Transfer students must take a minimum of six credits at West Chester at the 250 level or above. A 2.0 GPA or better must be maintained in all physics courses.

*These courses meet a general education requirement.

COURSE DESCRIPTIONS
PHYSICS

Symbol: PHY

(3,2) represents three hours of lecture and two hours of lab.

100 Elements of Physical Science (3) A study of motion, energy, light, and some aspects of modern physics.

105 Structure of the Universe (3) A survey of phenomena and objects in the universe from the very smallest distance scales to the grandest in the cosmos. Includes a historical consideration of the developments of modern theories of the physical world.

115 Engineering Graphics I (1) Use and preparation of engineering drawings. Topics include the use of instruments, linework, geometric construction, lettering, four types of projections, dimensioning, and sections.

116 Engineering Graphics II (1) A continuation of PHY 115, to include topics such as layout, detail, and assembly drawings, developments, auxiliary drawings, various types of drafting, machine tool processes, and computer drafting. PREREQ: PHY 115.

▲125 Theology and Science: Enemies or Partners (3) An inquiry into the relationship of theology to the natural sciences. Team taught by both a physicist and a philosopher, the course investigates how ideas of God have been affected by advances in physics and biology. Crosslisted with PHI 125.

130 General Physics I (4) An introductory, noncalculus, physics course. Mechanics of solids and fluids, wave motion, heat and temperature, thermodynamics, and kinetic theory. (3,2) PREREQ: Algebra and trigonometry.

140 General Physics II (4) An extension of PHY 130. Electricity and magnetism, geometrical and physical optics, and modern physics. (3,2) PREREQ: PHY 130.

170 Physics I (4) An introductory calculus-based course. Includes mechanics, kinetic theory, waves, heat, and thermodynamics. The laboratory emphasizes error analysis, the writing of technical reports, and data analysis using computers. (3,2) PREREQ: MAT 161.

180 Physics II (4) A continuation of PHY 170. Includes electricity and magnetism, geometrical and physical optics, electronics, and modern physics. PREREQ: PHY 170. Concurrent with MAT 162.

240 Introduction to Modern Physics (3) An atomic view of electricity and radiation, atomic theory, special relativity theory, X-rays, radioactivity, nuclear reactions, and introductory quantum mechanics. PREREQ: MAT 162, and PHY 140 or 180.

260 Engineering Statics (3) Composition and resolution of forces, equivalent force systems, equilibrium of particles and rigid bodies, centroids and center of gravity, analysis of simple structures, internal forces in beams, friction, moments and products in inertia, and methods of virtual work. PREREQ: MAT 162, and PHY 130 or 170.

300 Mechanics (3) Particle kinematics, dynamics, energy, and momentum considerations; oscillations; central force motion; accelerated reference frames; rigid body mechanics; Lagrangian mechanics. PREREQ: MAT 162, and PHY 140 or 180.

W 310 Intermediate Physics Lab I (2) A laboratory course to familiarize students with laboratory equipment and methods by performing a series of classical and modern physics experiments. The course emphasizes techniques of data and error analysis. The results of these are reported through both oral presentations and written reports. COREQ: PHY 240.

W 320 Intermediate Physics Lab II (2) A continuation of PHY 310, but including an introduction to writing scientific proposals and the use of computers for data acquisition. Students are required to propose and complete an experiment of their own design as one part of this course. PREREQ: CSC 141, PHY 310.

330 Electronics I (3) Emphasis is divided between theory and experiment. The course begins with a brief review of resistive and RC voltage dividers. Electronic circuits studied include basic operational amplifiers, timers, instrumentation amplifiers, logic circuits, flip flops, counters, and timers. (2,2) PREREQ: MAT 161, PHY 140 or 180, or permission of instructor.

340 Fundamentals of Radioisotope Techniques (3) Biological, chemical, environmental, and physical effects of nuclear radiation. Radiation detection instrumentation and radio tracer methodology. (2,2) PREREQ: CHE 104, and PHY 140 or 180.

350 Heat and Thermodynamics (3) Equations of state, first and second laws of thermodynamics, ideal and real gases, entropy, and statistical mechanics. PREREQ or COREQ: MAT 261, PHY 240.

370 Mathematical Physics (3) Selected topics in mathematics applied to problems in physics, ordinary differential equations, vector calculus, Fourier analysis, matrix algebra, and eigenvalue problems. PREREQ: MAT 261, and PHY 140 or 180.

▲ Crosslisted course. Students may not take both courses for credit.
W Writing emphasis course

400 Analytical Dynamics (3) Wave propagation, Lagrange's equations and Hamilton's principle, rigid body motion, and special relativity. PREREQ: MAT 343 and PHY 300.

410 Optics (3) Geometrical and physical optics. Reflection and refraction at surfaces, lenses, interference and diffraction, and polarization. PREREQ: PHY 140 or 180. PREREQ or COREQ: MAT 261.

420 Atomic Physics and Quantum Mechanics (3) Fundamental concepts of quantum mechanics with application to atomic physics. Topics covered are Bohr model, Schrödinger equation with applications, perturbation theory, helium atom, and scattering theory. PREREQ: PHY 240 and 300, and MAT 343 or PHY 370.

430 Electricity and Magnetism (3) Electrostatics of point charges and extended charge distributions, fields in dielectrics, and magnetic fields due to steady currents. Ampere's Law and induced emfs. Topics in electromagnetic waves as time permits. PREREQ: PHY 300, and MAT 343 or PHY 370.

440 Microcomputer Electronics (3) Laboratory study of special circuits, integrated circuits, microcomputers, and microcomputer interface applications. PREREQ: PHY 330, and MAT 343 or PHY 370.

450 Advanced Physics Laboratory I (1) A course to familiarize students with contemporary laboratory equipment and methods.

460 Advanced Physics Laboratory II (1) A continuation of PHY 450.

◆ **470 Seminar in Physics (1)** Oral and written reports on approved topics. Variation in topics from year to year, depending on the interest and needs of students.

◆ **480 Special Topics (1-3)** Topics of special interest to be presented once or twice. PREREQ: To be specified by the instructor. Course may be repeated by student for credit any number of times when different topics are presented.

◆ **490 Introduction to Research (1-9)** Specific problems in consultation with the faculty adviser. PREREQ: Permission of instructor.

▮ SCB 210 The Origin of Life and the Universe (3) An interdisciplinary course that presents the theory and evidence for the first three minutes of the universe, and formation of the stars, galaxies, planets, organic molecules, and the genetic basis of organic evolution. PREREQ: High school or college courses in at least two sciences.

SCI 102 Electricity with Physical and Biological Applications (3) An exploration of the physics of electrical circuits, the chemical basis of electricity as the flow of electrons, acid-base and oxidation-reduction reactions in chemical and in living systems, the electrical activity in the human nervous system, and connections between electricity and sensation and locomotion in humans. For elementary education majors only. Team taught with the departments of Biology and Chemistry.

◆ This course may be taken again for credit.
▮ Approved interdisciplinary course

Department of Political Science

106 Ruby Jones Hall
610-436-2743
Peter Loedel, *Chairperson*

PROFESSORS: Bernotsky, Loedel, Polsky, Schnell

ASSOCIATE PROFESSORS: Kennedy, D. Milne, Sandhu, Stevenson

ASSISTANT PROFESSORS: Osgood, Stangl

The department offers a bachelor of arts degree in political science with four concentrations. The objective is to provide programs tailored to each student's career goals and still to allow a wide range of options after graduation. All four B.A. programs are intended for students with an interest in government and public service, journalism, business, education, and the law.

The department offers qualified students the opportunity to do internship and earn academic credits for them. The main goal is for students to complement their classroom learning with experiential learning through their work in an organizational setting. To start the process, students should speak with the department chair.

Mission Statement

The mission of the Department of Political Science is to promote scholarship and responsible citizenship among students at West Chester University. The department provides a comprehensive curriculum that exposes students to the principal subfields of the discipline and encourages critical analysis and communication skills. The department prepares students for careers in government/public service, law, teaching, business, and international affairs and admission to various advanced-degree programs. Through internship programs, service learning, simulations, and other curricular and co-curricular activities, the department offers students experience in politics, government, and the law. Actively involved in research, teaching, and applied scholarship, the political science faculty serves as mentors to students seeking academic challenge and civic involvement in an environment that values diversity.

Goals

The Department of Political Science strives to provide students with the following:

1. Knowledge: Students will demonstrate knowledge of the political science discipline and its subfields in terms of content, purpose, and methods.
2. Critical thinking and information literacy: Students will develop the ability to apply, synthesize, and analyze materials (e.g., data or texts) and to think critically. Faculty work with students to pull apart complex issues into their basic components and then assess these issues or arguments on the basis of reasoned application of a variety of methodological approaches (e.g., quantitative or qualitative analysis, case studies, and logical analysis, to name a few.)
3. Communications skills: Majors will demonstrate the necessary oral and written skills to convey their knowledge about political science to others.
4. Applied learning environment: Students will be given the opportunity to apply theories and concepts in a nonclassroom setting (e.g., European Union Simulation, internships, the Research Center, Political Science Club activities, and service learning, among others).

The following rules apply to all B.A. students in political science:

1. Students must complete the last 15 hours of their political science program at West Chester University, including one of the following courses: PSC 400, 401, or 402. Exceptions may only be granted by the chair of the department for compelling personal reasons. (Examples: A student's family has moved a great distance, and he or she needs to complete only one or two courses; the student and/or the student's spouse has been relocated to another state by his/her employer.)
2. Students must have a C average or better in all political science courses, and no more than two grades below C in political science courses. A grade of C- is considered a grade below C.
3. Internal transfers must have an overall cumulative average of 2.0 to enter any political science programs.

Programs of Study

1. The B.A. POLITICAL SCIENCE is a general liberal arts program exposing the student to the broad areas of political science, including American government, international relations, comparative government, public administration, political behavior, and political theory.
2. The B.A. POLITICAL SCIENCE – APPLIED PUBLIC POLICY is for students who are interested in the practical application of political science in a variety of professional settings.
3. B.A. POLITICAL SCIENCE – INTERNATIONAL RELATIONS is for students with a primary interest in international affairs and includes relevant cognates in several disciplines.
4. B.A. POLITICAL SCIENCE – ELECTIVE SOCIAL STUDIES TEACHER CERTIFICATION is designed for students with an interest in earning a political science degree and becoming certified to teach at the secondary education level.

The department also sponsors pre-law advising, the Law Society, and the Political Science Club.

BACHELOR OF ARTS — GENERAL CONCENTRATION

120 semester hours

1. General ed. requirements, see pages 38-44 — 48 semester hours
2. Language/culture cluster — 0-15 semester hours
3. Political science core — 12 semester hours
   PSC 100, 200, 213, and 230
4. General concentration core — 6 semester hours
   PSC 202 or 240 and one of PSC 400, 401, or 402
5. An additional course from the behavior or American government category — 3 semester hours
   Includes PSC 301, 320-329, 350-359, 371
6. An additional course from the comparative group — 3 semester hours
   Includes PSC 340-349
7. Three PSC courses at the 200 level or above — 9 semester hours
8. Cognates distributed as follows: — 12 semester hours
   a. GEO 101 or 103
   b. Either HIS 150, 151, or 152
   c. Either PSY 100 or SOC 200
   d. An economics course under advisement

BACHELOR OF ARTS — INTERNATIONAL RELATIONS CONCENTRATION

120 semester hours

1. General ed. requirements, see pages 38-44* — 48 semester hours
2. Language requirement — 0-12 semester hours
   (must be completed through the 202 level)
3. Political science core — 12 semester hours
   PSC 100, 200, 213, and 230
4. International relations concentration core — 6 semester hours
   PSC 240 and 401 or 402
5. PSC 320 — 3 semester hours
6. Two additional comparative courses — 6 semester hours
   Chosen from among PSC 340-349
7. Two additional international relations courses — 6 semester hours
   Chosen from among PSC 310, 311, 312, 317, 318, 319, and 330
8. Additional and cognate courses as follows: — 15 semester hours
   a. GEO 101 or 103
   b. HIS 101, 102, 150, 151, or 152
   c. An economics course under advisement
   d. Six additional hours selected with advanced approval of adviser which may count up to six additional language hours

BACHELOR OF ARTS — APPLIED/PUBLIC POLICY CONCENTRATION

120 semester hours

1. General ed. requirements, see pages 38-44 — 48 semester hours
2. Language/culture cluster — 0-15 semester hours
3. Political science core — 12 semester hours
   PSC 100, 200, 213, and 230
4. Applied/public policy track concentration core — 6 semester hours
   PSC 202 or 304, 400 or 401
5. Specific concentration requirements — 9 semester hours
   PSC 322, 356, 357
6. Two additional PSC courses chosen from the following: — 6 semester hours
   PSC 202 or 304 (if not taken above), 301, 323, 324, 355, 358, 359, 371, 375, or up to six hours of internship credit taken under advisement
7. Cognates distributed as follows: — 9 semester hours
   a. A sociology course selected under advisement
   b. An economics course selected under advisement
   c. A geography course selected under advisement

BACHELOR OF ARTS — ELECTIVE SOCIAL STUDIES TEACHER CERTIFICATION PROGRAM

120 semester hours

1. General ed. requirements, see pages 38-44 — 48 semester hours
   a. Academic foundations: In addition to other writing requirements, for teacher certification: MAT 103 (recommended) or other MAT 100-level course; and SPK 208 (recommended) or SPK 230
   b. Diverse communities: May simultaneously fulfill another degree requirement, so PSC diversity courses recommended, such as PSC 301, 323, 340, or 343
   c. Interdisciplinary: An interdisciplinary requirement may not be used to fulfill a general education, distributive, diverse communities, or language culture cluster course requirement. Recommended PSC interdisciplinary courses: 304, 318
   d. Behavioral and social sciences: PSY 100 and SOC 200 recommended
   e. Humanities: HIS 101 and LIT course required
   f. For teacher certification, an additional math course required: MAT 104 (recommended) or a second MAT 100-level course
2. Language/culture requirement — 0-15 semester hours
3. Political science core — 18 semester hours
   PSC 100, 200, 202 or 240, 213, 230, 401
   (research paper must focus on educational issue)
4. An additional course from American or behavioral area — 3 semester hours
   PSC 301, 323 (recommended), or PSC 322, 324-329
5. An additional course from the comparative area — 3 semester hours
   PSC 340, 343 (recommended), or PSC 240-249 or 340-349 range
6. Electives — 6 semester hours
   Any two additional political science courses at the 200 level or above. Electives should be chosen to reflect the themes from the social studies education standards. It is recommended that these courses simultaneously fulfill another degree requirement, such as the diverse communities or writing emphasis requirements.
7. Cognates distributed as follows: — 9 semester hours
   a. ECO 101 or 111 and 112
   b. GEO 101 or 103
   c. HIS 151
8. Other courses required to obtain the social studies teaching certificate
   In the social sciences: HIS 102, 152; in education: EDA/EDR 341, EDF 300, EDM 300, EDP 250, 351; EDS 306, 411, 412; and SSC 331 (Contact the Department of Political Science for additional information on course prerequisites and required sequences, timing of Praxis I and II exams, and any other updates in the certificate program.)
9. In order to complete the required 120 credits for graduation, additional free electives may be necessary.

Additional Requirements for Student Teaching and Certification

To apply for formal admission to the Department of Professional and Secondary Education and to register for the last three semesters of education methods and student teaching courses, students must 1) complete at least 48 credits, including the academic foundation requirements of writing, literature, and two math courses; 2) attain an overall GPA of 2.80 or better; 3) successfully pass the reading, math, and writing sections of the Praxis I exams.

To receive the social studies teaching certificate, students must 1) complete all of the required education courses listed above with a "C" or better; 2) complete the required courses for the political science major; 3) attain an overall GPA of 3.0 or better; 4) successfully pass the Praxis II social studies major content exam.

See the "Teacher Certification Programs" section of this catalog for an explanation of related requirements.

Minor in Political Science 18 semester hours

Students may minor in general political science or in one of the subfields such as international relations. Students take PSC 100 plus five courses in a concentrated area, or (at least two) areas under departmental advisement.

This minor may be taken as one of the minors in the bachelor of arts or bachelor of science in liberal studies general degree program.

Minor in Public Management 18 semester hours

Students take PSC 100 and PSC 202 plus four additional courses in public administration under department advisement. This minor may be taken as one of the minors in the bachelor of arts or bachelor of science liberal studies general degree program.

COURSE DESCRIPTIONS POLITICAL SCIENCE

Symbol: PSC, unless otherwise indicated

100 U.S. Government and Politics (3) Devoted to understanding how the system works: political action, elections, interest groups, civil liberties, Congress, the presidency, and the courts are among the topics considered. Seeks to provide a framework in terms of which process and current issues become meaningful.

J 101 The Politics of Diversity in the United States (3) Uses contemporary issues as a means to investigate the effects of race, class, and gender on the political experiences of citizens while providing an overview of American political institutions.

W 200 Political Analysis (3) Incorporates techniques for analyzing political questions logically and systematically, and introduces basic research design and methodological and library usage skills appropriate to the political science discipline. Required course for B.A. majors in political science, applied/public policy, and international relations, and the B.S. in education with a political science concentration. Optional course for minors in political science and public administration. PREREQ: PSC 100.

202 Elements of Public Administration (3) Considers public administration in the United States as a process of implementing public policy. Uses case studies and projects with texts focusing on organizational theory, human behavior and motivation, budgeting, personnel, and administrative responsibility.

213 International Relations (3) Politics among nations, including politics carried on through international organizations. Examines power politics, techniques of diplomacy, and methods of current international organizations. Special attention to U.S. interests and policies.

W 230 Introduction to Political Thought (3) Examination of key ideas that animated the great thinkers of Western thought. Special emphasis is placed on specific historical context and the continued relevance of considered ideas. Class will conclude with in-depth case study of a contemporary dilemma that forces students to examine what extent past ideas can aid the understanding of the present political landscape.

240 Introduction to Comparative Politics (3) An introduction to the comparative study of political systems at various stages of cultural, social, economic, and political development.

J 301 Women and Politics (3) Examines the role of women in politics and examines how the perspectives of marginalized groups gives access to new interpretations about the U.S. political system. Specific topics include socialization, the media, political campaigns, elections, and public policy.

I 304 Urban Politics (3) This course examines the politics of governing American urban areas. In doing so, a number of social science perspectives are explored. Particular attention is paid to theories of urban power and democracy and the politics of urban development.

310 The United States and Latin America (3) This course examines U.S. relations with the nations of Latin America. Emphasis is on understanding the goals of U.S. policies and the real impact of those policies. U.S. views of Latin America, both contemporary and historical, are explored as are Latin American attitudes and views toward the United States. The extent to which the United States has been motivated in its dealing by great power hegemonic concerns, economic self interests (dollar diplomacy), cultural imperialism, human rights, and desire to champion democratic governance are all examined. Contemporary concerns with promoting market economics, narcotic trafficking, and immigration are also considered.

311 Russian Foreign Policy (3) Emphasis on Russian and Soviet-American relations since 1945. Topics treated include the influence of Marxism, Great Russian nationalism, and historical experience on Soviet and Russian foreign relations.

312 Politics of Modern Nationalism (3) An analysis of political processes in the former Soviet Union and Eastern Europe, Western Europe, and the Middle East. The role of nationalism in these countries after the demise of communism. The rise of nationalism in the Middle East and Western Europe.

317 Contemporary International Relations (3) Recent issues and problems with special emphasis on superpower behavior around the world. Also, third world revolutions, international terrorism, human rights, international law and the United Nations, and the changing international economic order.

I 318 International Political Economy (3) The focus is the politics of international economic relations. Alternative analytical and theoretical perspectives will be examined for their value in helping to understand and evaluate the historical developments and current operation of the global economy. Special attention is given to system governance (international regimes such as the World Trade Organization and the International Monetary Fund) and the ability of the nations of the world to provide stability to the international political economy. The primary objective of this course is to develop analytical and theoretical skills in the application of various international political economy perspectives (liberalism, mercantilism, Marxism/structuralism) which examine the interrelationship between states and markets.

319 Middle Eastern Politics (3) Topics include the Arab-Israeli conflict, the politics of the Persian Gulf, the role of OPEC, and the superpower conflict in the region.

W 320 U.S. Foreign Policy (3) Principles of U.S. foreign policy; process of policy formulation; roles and influence of the president, Congress, State Department (and other government agencies), media, and interest groups. Topics include national security and intelligence analysis, terrorism, Cold War, economics/trade, and international organizations.

322 Public Opinion, Media, and Politics (3) This course examines the dynamics of public opinion and public policy, as well as the nature of public opinion measurement and the vital role national and international media play in forming and changing public opinion. Various theories about media effects are analyzed.

J 323 The Politics of Race, Class, and Gender (3) This course examines the relationship among race, class, and gender as they relate to people's political behavior and experiences. Also examines the American political system's response to them in terms of its public policies.

324 U.S. Political Parties (3) Patterns, functions, and history of the American political party system at national, state, and local levels. Theoretical and empirical studies of political interest groups, public opinion, and voting behavior.

325 Campaigns and Elections (3) This course analyzes American elections and voting behavior, with an emphasis on recent presidential elections. Course objectives include understanding American voting patterns in elections.

329 Judicial Decision Making (3) Analysis of different schools of thought regarding the interpretation of legal texts. Course will address questions such as: What does it mean to say the Constitution is a "living document"? How can we determine what the framers of the Constitution intended the document to mean? How do judges' political beliefs affect their understanding of the cases before them? Analysis will focus on specific cases and more general writings and will culminate with in-class simulation.

330 The Politics of the Holocaust and Genocide (3) This course examines the political causes of the Holocaust and genocide both in a historical and current context. Case studies include the Jews in Europe as well as the Armenians and Cambodians.

339 Contemporary Political Thought (3) Consideration of the most influential political thinkers over roughly the last 100 years. While emphasis will be placed on particular thinkers, the course will be organized around key topics such as: What is justice and how much should the government do to ensure it? To what extent are humans – and, by extension, collection of humans that wield political power – capable of rational behavior? In what ways can competing values clash and how do we decide which ones to promote forcefully?

J F 340 Latin-American Culture and Politics (3) Comparative analysis of contemporary Latin-American systems. Political cultures, decision making, ideologies, and political processes. Emphasis is on Mexico and Central America. Offered each semester.

F 342 European Politics (3) Comparative analysis of political cultures, parties, and decision-making processes in principal European political systems. Strong focus on major European nation states: France, Germany, U.K. and Italy. Additional attention given to the European Union.

J W 343 Culture and Politics of Asia (3) Study of cultural, philosophical, and political systems of modern Asia with special emphasis on China, Japan, and India.

F 346 Russian Government and Politics (3) Analysis of the Russian political system with a

J Diverse communities course
W Writing emphasis course
I Approved interdisciplinary course
F Culture cluster course

strong emphasis on the old Soviet system. Some focus on Russian foreign policy.

348 African Culture and Politics (3) The political nature and practices of individuals, organizations, and governments of Black Africa are examined in the cultural context of the contemporary independent period.

350 Constitutional Law I: Government Institutions: Power and Constraints (3) Survey of power relationships among branches of government (checks and balances) and between levels of government (federalism). Course will focus on important constitutional provisions and historically critical Supreme Court decisions, as well as areas of high contemporary interest (detainee treatment and the war on terror, globalization and the U.S. economy, taking of private property).

351 Energy and the Political Process (3) Stresses the process of policy making and implementation in the field of energy. Emphasis also is given to foreign policy and national security implications.

352 Constitutional Law II: Civil Liberties and Civil Rights (3) Examination of the relationship between government and its citizens, including restrictions on interference with the individual freedom (civil liberties) and obligations to prevent discrimination and ensure equality (civil rights). Heaviest focus will be on the constituent clauses of both the First (free speech, free press, free assembly, and the religion clauses) and the Fourteenth Amendments (equal protection and due process).

353 Latino Politics (3) This is a "hands-on" course for upper-level social science students, as research methods are explored and put into practice in coordination with local organizations working with Latinos. Service-learning projects with Latinos in the region are required. Content material includes demographics of Hispanics in the United States, critical theories from Latino perspectives, interdisciplinary immigration studies, and Hispanic perspectives in relation to social welfare, education, employment, crimes and justice, and politics. PREREQ: Permission of instructor required.

354 Environmental Politics and Policy (3) This course explores the politics of governing the environment both nationally and globally. During the semester, students will investigate the policymaking process as it relates to current environmental challenges.

355 Congressional Politics (3) Deals with the internal and external factors that influence Congressional behavior, including the roles of constituents, pressure groups, parties, the committee system, rules, and the leadership. Their relationships to the president and court structure and their impact on electoral politics also are considered. Comparisons with state legislatures.

356 U.S. Public Policy (3) Policy formation and execution. Policy areas considered vary from semester to semester. May include role-playing.

357 Advanced Political Analysis (3) Discussion and application of research design, conceptualization, measurement, operalization, research models, sampling, and data analysis for political science.

358 Applied Public Policy Analysis (3) An examination of public policy issues of state or national concern. Both analysis of current policy and research resulting in new policy recommendations will be included.

359 Presidential Politics (3) In-depth analysis of the nature and significance of the American presidency, including constitutional development, presidential roles and customs, the recruitment process, the executive branch, and the politics of the presidency.

371 State and Local Government (3) Examination of the organization, functions, and politics of state and local government, including analysis of politics in states, counties, cities, and towns in urban, suburban, and rural areas. Intergovernmental relations in education, transportation, and welfare policy are examined.

372 Organization and Management (3) Introduction to public and nonprofit organization management. Broad coverage of key elements of organizational functions and structure for potential managers. Uses both macro sociological and micro psychological levels of analysis. Case studies integrated into conceptual frameworks.

373 Intergovernmental Relations (3) Designed to familiarize students with the complex network of conflict, cooperation, and interdependence among national, state, and local government units. Topic areas, among others, include an analysis of the continuing evolution of American federalism, an examination of this relationship from state and city government perspectives, and a description of specific intergovernmental fiscal programs and policies.

375 Public Policy and Budgeting (3) Introductory course to public fiscal management applicable to local, state, and national levels of government. Focus on the three major aspects of fiscal management: public services in a free market/mixed economy; revenue/taxation theory and practice; and governmental budgeting systems and concepts. PREREQ: PSC 202.

399 Political Science Symposium (3) Nature of research in political science. Construction of a research design. Extensive reading in an area of political science.

HBI 400, 401, 402 Harrisburg Internship Seminar (15) A full-semester internship in Pennsylvania state government. Student intern is placed in cabinet-level or legislative office. Placement (9 cr.); Policy Research Project (3 cr.); Policy Seminar (3 cr.). The internship is open to any junior or senior student, regardless of major, who has a minimum GPA of 3.5. Stipend involved.

400 Senior Seminar in Political Science (3) Research in political science. Methodology, bibliography, and presentation, both oral and written. The research paper for the seminar must be acceptable as a required departmental senior research paper.

401 Senior Project in Political Science (3) Execution of the research design constructed in PSC 399. Involves completion of a major senior paper under supervision of a staff member. Extensive independent effort.

402 Seminar in International Relations (3) Theme centered with capstone paper. Senior I.R. majors only.

410 Independent Studies in Political Science (1-3) Research projects, reports, and readings in political science. Open to seniors only. PREREQ: Permission of instructor.

◆ **412 Internship in Political Science (3-15)** Upper-level student field placement learning. Short-term, 3- to 6-hour experiences in political settings under faculty advisement; and 9- to 15-hour placements in state, federal, local government or public service agencies. Learning contracts and faculty advisement create a whole experience from exposure to government administration and politics. Offered each semester.

414 International Theory (3) General theory applied to specific case studies. Advanced readings.

◆ This course may be taken again for credit.

Pre-Medical Program

117A Schmucker Science Center South
610-436-2978
E-mail: pmed@wcupa.edu
Stephen J. Zimniski, *Director*

COMMITTEE MEMBERS

Melissa Betz Cichowicz, *Chemistry*
Frank Fish, *Biology*
Blaise Frost, *Chemistry*
Felix Goodson, *Chemistry*
Judith Greenamyer, *Biology*
Susan Johnston, *Anthropology and Sociology*
Anthony Nicastro, *Physics*
Leslie Slusher, *Biology*
Joan Woolfrey, *Philosophy*
Stephen J. Zimniski, *Pre-Medical Program*

The pre-medical program prepares undergraduate and post-baccalaureate students for application to the health professional schools of medicine, osteopathic medicine, dentistry, veterinary medicine, and physician assistant programs. The program also prepares students for careers in optometry, podiatry, chiropractic, and biomedical research. The program consists of an individualized selection of course work, personal counseling, and academic support. Optional internships in biomedical research at medical schools or research institutes are available to qualified students.

All of the primary majors in the pre-medical program offer internship opportunities; however, only the B.S. chemistry-biology major allows a substitution of up to 12 credit hours for specific courses, enabling students to replace a full semester with a research internship. Internship opportunities from other preferred majors are available over the summer or on a part-time basis for varying academic credit. In all cases, the internships must be approved by academic advisers, department chairs, and internship coordinators.

For highly select undergraduates and postbaccalaureates, medical

school early assurance programs are available in affiliation with Drexel University School of Medicine (undergraduate and postbaccalaureate), Penn State University School of Medicine (undergraduate), Temple University School of Medicine (postbaccalaureate), Philadelphia College of Osteopathic Medicine (undergraduate), Lake Erie College of Osteopathic Medicine (undergraduate), Temple University School of Dentistry (undergraduate), Arcadia University's M.S. in physician's assistant studies (undergraduate), and University of Guelph, Ontario Veterinary College (undergraduate).

The B.S. in chemistry-biology (pre-medical) major was specifically designed to meet the academic need of the preprofessional student. However, if a student has a particular interest in a healthcare field, other majors to consider include the B.S. in biochemistry, B.S. in biology – cell and molecular, B.S. in forensic and toxicological chemistry, B.S. in pharmaceutical product development, B.A. in psychology, or B.S. in sports medicine. Students in the pre-medical program may have two advisers – one from their major field and one from the Pre-Medical Committee. The adviser from the major field serves as their academic adviser, while the one from the committee offers advice about professional schools and their requirements, as well as their professional development, including volunteering and shadowing opportunities.

Because of the intense competition for health professional school admission, only academically talented and highly motivated students should apply to the pre-medical program. Applicants are selected on the basis of their potential for achievement in the program. Students in the program are expected to maintain a minimum 3.20 grade point average and the high standards of performance necessary for health professional school admission.

It is essential for incoming students contemplating a medical career to apply to the pre-medical program immediately upon matriculation at the University. Similarly, it is essential for students who, at some later time, develop an interest in a medical career to apply to the pre-medical program. Students who fail to consult with the Pre-Medical Office prior to taking the Medical College Admissions Test (MCAT) or who fail to report the results of any MCAT exam to the Pre-Medical Office are not eligible to receive a Pre-Medical Committee letter of evaluation when they apply to medical school.

All West Chester students who wish to apply to a health professional school should ask their professors to forward letters of evaluation to the Pre-Medical Committee and should process their applications through the committee. It is recommended that students accumulate five letters of evaluation in their confidential file. The committee will send a composite letter of evaluation to the professional school for students who meet the academic requirements and have an acceptable interview with the committee. Further information is available in the Pre-Medical Office, 117A Schmucker Science Center South.

BACHELOR OF SCIENCE — CHEMISTRY-BIOLOGY (PRE-MEDICAL)

120 semester hours

1. General ed. requirements, see pages 38–44 — 48 semester hours
   Note: Students in the chemistry-biology curriculum must take PHI 371 as a humanities or interdisciplinary general education requirement.
2. Required chemistry courses — 32 semester hours
   CHE 103, 104, 231, 232, 321, 341, 418*, 476, 491
   CRL 103, 104, 231, 321*, and 476
3. Required biology courses — 24 semester hours
   BIO 110, 217, 220, 230, 357, 448, and 468 or 469
4. Required physics courses — 8 semester hours
   PHY 130-140 or 170-180
5. Required mathematics courses — 7 semester hours
   MAT 121 and 161
6. Concentration electives* — 9–10 semester hours
   Selected from upper-division chemistry and biology courses

* Students may, with the permission of the department chair and the coordinator of the pre-medical program, substitute an approved 6–12 credit internship for selected requirements and concentration electives. The courses with asterisks would be replaced by the internship (12 credits).

See also Chemistry.

Department of Professional and Secondary Education

201C Recitation Hall
610-436-2958
Cynthia Haggard, *Chairperson*

PROFESSORS: D. Brown, K. Brown, Hsu, Kinslow, Mastrilli, Welsh

ASSOCIATE PROFESSORS: Haggard, Hinson, Morgan, Penny

ASSISTANT PROFESSORS: Bolton, Elmore, Kenney, Nadolny

The bachelor of science in education or the bachelor of arts with an elective program in teacher certification, which prepares the student for teaching in the secondary schools or K–12 classes, may be earned with an academic specialization in biology, chemistry, earth and space science, English, French, general science, German, Latin, mathematics, physics, Russian, social studies, or Spanish.

Satisfactory completion of a secondary or K–12 curriculum also will qualify the student for a Pennsylvania Instructional I Certificate, which is valid for six years of teaching the specified subject in Pennsylvania public schools. The student must choose one academic field of specialization.

See the "Teacher Certification Programs" section of this catalog for information about new requirements.

BACHELOR OF SCIENCE IN EDUCATION

120 semester hours

1. General ed. requirements, see pages 38–44 — 48 semester hours
2. Professional education requirements
   As a result of new certification requirements, individual programs have unique professional education requirements. Please consult individual department listings in this catalog for specific information regarding professional education requirements.

Students are required to have up-to-date clearances (criminal record, child abuse, FBI, and TB) to participate in field experience courses.

3. The teaching certification is given in specific subject areas. Therefore, specialization in one of the teaching fields listed below is required for graduation in secondary or K–12 education. The minimum number of semester hours required for each field is listed in this catalog under the appropriate academic department. These hours will satisfy the Instructional I Certification requirements in Pennsylvania.

Secondary Areas of Certification

Biology	General Science
Chemistry	Mathematics
Earth and Space Science	Physics
English	Social Studies

K–12 Areas of Certification

French	Russian
German	Spanish
Latin	

Students in the secondary or K–12 education programs must confer regularly with their professional studies adviser in the Department of Professional and Secondary Education, as well as with the academic adviser assigned by their respective academic department. Prospective students may obtain information on these secondary or K–12 education programs from the Department of Professional and Secondary Education and the academic major department.

Formal Admission to Teacher Education and Teacher Certification

Refer to the catalog section on "Teaching Certification Programs" for information on program requirements, pages 161–163.

Student Teaching Eligibility

To be eligible for student teaching (EDS 411-412), the student must have fulfilled the following requirements:

1. Fulfilled the requirements for formal admission to teacher education status described on page 161-162.
2. Completed the professional education requirements with a C or higher in all courses.
3. Completed any test and/or other requirements set by the appropriate academic department.
4. Completed a minimum of 90 semester hours with the Pennsylvania-mandated GPA (2.8), including a minimum grade of C in all education courses.
5. Completed and provided an ETS score report that they took the Praxis II test(s) in the subject area where the candidates are enrolled to achieve certification.

Minor in Professional Education — 18 semester hours

Any student who is not a major in a teacher education program and is in good academic standing (minimum cumulative GPA of 2.00) may enroll in the program.

Required courses:

EDF 300, EDM 300, EDP 250, and three elective courses under departmental advisement

Students must earn a minimum grade of "C" in all minor courses.

Undergraduate Certificate Program in Education for Sustainability — 12 semester hours

Dr. Morgan, *Coordinator*

The undergraduate certificate program in education for sustainability (EFS) is designed for undergraduate and post-baccalaureate students who want to develop their understanding of sustainability and apply their learning on campus, at home, and in their future careers. The program consists of four courses that provide the perspective, experiences, and practical methods needed to immediately put learning into practice.

Required courses:

EDO 400, 410, 420, and 450

COURSE DESCRIPTIONS

COUNSELOR EDUCATION

Symbol: EDC

462 Essentials of the Helping Relationship (3) This course surveys the concepts and skills involved in helping others through individual interviewing, problem solving, decision making, and systematic behavior change.

◆ 498 Counselor Education Workshop (3)

FOUNDATIONS

Symbol: EDF

255 Evolution of Schooling in the U.S. (3) An examination of the historical evolution and contemporary purposes, practices, and structures of schooling in the United States. Students will investigate the political, sociological, and economic motivators in the origin, maintenance, and reform of American schooling. In addition, students use the course's historical context to examine contemporary issues in American schooling; specific attention will be given to the impact of current educational reforms on the theory and practice of early childhood education.

300 Democracy and Education (3) A study of the philosophical, historical, and sociological issues related to American education. The course places schools within the context of the larger American society and asks to what degree schools can and should serve as agents for creating a more just and democratic society.

350 The Professional and Student Personnel Services (3) An introduction to nonadjunctive services in education. PREREQ: EDP 250.

360 The Learner in Nonschool Settings (3) Emphasis in the course will be placed on intra- and interpersonal development, facilitative growth and adjustment, and dysfunction for the nonschool educator or trainer.

364 Systems-Based Educational Services (3) This course introduces the student to general systems (social) theory, focusing on the elements, dynamics, and operations of a system that must be considered in developing educational activities and programs for that system. The student will learn strategies of systems analysis and intervention through the investigation of such topics as needs assessment, objective-based programming, organizational development, and program evaluation.

412 Internship in Nonschool Settings (3) The internship experience is designed for upper-level education students who are interested in using and transferring existing discipline and pedagogical skills in nonschool settings. A regularly scheduled practicum will be held for all internships.

◆ 498 Workshop in Educational Foundations (3)

EDUCATIONAL TECHNOLOGY

Symbol: EDM

300 Introduction to Educational Technology Integration (3) An overview of the integration of technology in teaching and learning with a focus on computer applications.

349 Technology Tools to Transform Teaching and Learning (3) This course provides teacher candidates with a supportive yet challenging exploration of theoretical and practical issues related to the effective integration of technology in teaching and learning. Building on participants' technology competency and prior course learning, the focus is on thoughtful selection and use of modern digital tools, including the Internet, to transform 21st century learning environments. Web-based projects linked to standards, as well as grade, subject, and certification needs, are designed to enhance and support early and middle grades teacher-preparation work. PREREQ: FATE.

ENVIRONMENTAL EDUCATION

Symbol: EDO

300 Environmental History, Theory, and Practice (3) This course is intended as an overview and introduction to the field of environmental education. Historical antecedents, including nature education, outdoor education, and conservation education, as well as philosophies and methodologies appropriate for a basic understanding of environmental education, will be analyzed, with emphasis on compliance with curriculum regulations in Pennsylvania. Sources of support for environmental education in the form of professional organizations, resources, and funding mechanisms will be identified.

400 Environmental and Sustainability Education: History, Theory, and Practice (3) The development of environmental and sustainability education with emphasis on theoretical perspectives and practical applications.

410 Systems in Sustainability Education (3) Examination of how systems thinking applies to learning for sustainability in school curricula, missions, facilities, and grounds.

420 Outdoor and Place-Based Education (3) The foundations of outdoor and place-based education, with emphases on experiential and authentic learning. School-based applications will be addressed.

450 Education for Sustainability: Methods and Field Experience (3) Methods for integrating education for sustainability into schools and nonformal settings, using field placements to demonstrate and apply learning.

498 Workshop in Environmental Education (3) Generally these will be one-week workshops to provide environmental educators with training and/or skills in specific programs, topics, or activities related to environmental education.

EDUCATIONAL PSYCHOLOGY

Symbol: EDP

200 Middle Grades Cognition (3) This course focuses on the study of cognitive development and cognition research related to middle grade students in the context of educational psychology. It also examines selected learning theories, motivation, and classroom management. There is a field experience.

201 Young Adolescent/Adolescent Development and Learning Theories (3) This course is a study of the physical, personal, social, and emotional development of early through late adolescence in the context of classroom teaching; it also examines selected learning theories. There is a field component.

250 Educational Psychology (3) A study of learning in relation to the physical, social, emotional, and intellectual aspects of personality.

349 Adolescent Development (previously 249) (3) This course focuses on the emotional, social, intellectual, moral, physical, and self-concept factors shaping human behavior with emphasis on adolescent behavior.

351 Evaluation and Measurement (3) A study of constructing testing materials and procedures with emphasis on interpretation and application to the assessment of classroom learning. PREREQ: EDP 250.

353 Assessment for Learning: Early Grades (3) This course provides students with the knowledge and skills to use multiple developmentally appropriate assessments (authentic, screening, diagnostic, formative, and summative) to guide instruction related to standards, monitor results of intervention and their implications for instruction for all students, and report assessment results. PREREQ: EGP 220.

354 Assessment for Learning: Middle Grades (3) This course provides middle grades candidates with

◆ This course may be taken again for credit.
FATE means formal admission to teacher education.

the knowledge and skills to use multiple developmentally appropriate assessments (authentic, screening, diagnostic, formative, and summative) to guide instruction-related standards, monitor results of interventions and their implications for instruction for all students, and report assessment results. This course has a 25-hour field experience. PREREQ: MGP 220, FATE, and field clearances.

467 Group Dynamics (3) A group process course designed to help students develop their personal effectiveness in group situations.

SECONDARY EDUCATION

Symbol: EDS

306 Principles of Teaching and Field Experience in Secondary Education (3) Methods and strategies of teaching in secondary schools will be the core of the course. Implications of classroom management, learning, and other related problems will be discussed. Students will complete a 25-hour field experience. PREREQ: FATE.

◆ **410 Independent Study (1-3)** Special topics or projects initiated by the students that will enable them to do extensive and intensive study in an area of secondary education. PREREQ: Permission of department chairperson.

411-412 Student Teaching (6) (6) Observation and participation in teaching and all other activities related to the teacher's work in the area of the student's specialization. PREREQ: FATE and 90 semester hours including all professional education courses. Students must have at least a 2.8 cumulative average and at least a grade of C (2.0) in all secondary education and professional education courses. Students must have completed and provided an ETS score report that they took the Praxis II test(s) in the subject area where the candidates are enrolled to achieve certification. Students are required to have up-to-date clearances (criminal record, child abuse, FBI, and TB) to participate in field experience courses. Offered in fall and spring semesters.

◆ This course may be taken again for credit.
FATE means formal admission to teacher education.

Department of Psychology

Peoples Building
610-436-2945
Sandra Kerr, *Chairperson*
Loretta Rieser-Danner, *Assistant Chairperson*

PROFESSORS: Bloom, Bonifazi, Duncan, Kerr, Kumar, Mahlstedt, Pollak, J. Porter, L. Porter, Tahmaseb-McConatha, Treadwell, Yorges

ASSOCIATE PROFESSORS: Gans, Hyers, Johnson, Rieser-Danner

ASSISTANT PROFESSORS: Azorlosa, Brown, Bunk, Clarke, Shivde

The B.A. in PSYCHOLOGY prepares students to understand variables, such as heredity, learning, and the environment, which shape and change behavior. Careers are possible in clinics, guidance centers, industry, hospitals, schools, and government. Students should consult their advisers concerning recommended preparations for specific career goals. This program also will prepare the student for postgraduate study.

BACHELOR OF ARTS — PSYCHOLOGY

120 semester hours

1. General ed. requirements, see pages 38-44 — 48 semester hours
   MAT 103 or higher MAT course is required.
   BIO 100 or 110 or 259 is recommended.
   SPK 208 or 230; any WRT 200-level course
2. Language/culture requirement, see pages 44-45 — 0-15 semester hours
3. Department requirements — 48 semester hours
   a. Required psychology courses (36 semester hours)
   PSY 100, 245, 246, 362, and 400. Students must choose three courses from Group I, three courses from Group II, and one course from Group III. Students are strongly encouraged to take PSY 245 as early as possible, but MUST enroll in it before taking more than 21 hours in psychology courses.
   Group I (choose three courses)
   PSY 254, 257, 365, 375, 382 or 384 (but not both)
   Group II (choose three courses)
   PSY 255, 335, 350, 363, 464, or 475
   Group III (choose one course)
   PSY 266, 276, 336, 366, 410, 441, 448, or 470
   b. Psychology electives (12 semester hours)
   Four additional courses, selected from among any of the departmental offerings.
4. Student electives to complete 120 semester hours
   These electives are in addition to the nine semester hours of electives listed under the education requirements and may be selected from among any of the University's course offerings.

Minor in Psychology — 18 semester hours

The minor in psychology is designed for students of any major and is tailored to the specific educational goals of each student. After taking PSY 100, the student will choose 15 additional hours of PSY courses.

Minimum Grade Requirement

Psychology majors and minors must earn a grade of C- or better in PSY 100 and all other PSY courses that fulfill departmental requirements. PSY courses used as general education free electives are exempt from this policy.

COURSE DESCRIPTIONS
PSYCHOLOGY

Symbol: PSY

100 Introduction to Psychology (3) Introduction to the scientific study of behavior, the multiple bases of human behavior (with emphasis on the learning process), basic concepts, principles, and methodology. Students may be required to become familiar with an ongoing research study in psychology as an out-of-class assignment.

120 Multicultural Psychology (3) This survey course will examine how psychological theory and research can contribute to the understanding of ethnicity, race, income, class, age, gender, sexual orientation, ability, and religion.

200 Positive Psychology: The Science of Happiness and Well-Being (3) Introduction to psychological perspectives that place an emphasis on positive emotional states including happiness, joy, resilience, compassion, and forgiveness. The course will examine a variety of topics and their relationship to subjective well-being, including positive coping, optimism, interpersonal relationships, spirituality, creativity, and achievement.

210 Developmental Psychology: Lifespan (3) A survey of research findings and theoretical issues related to developmental processes from the prenatal phase to senescence. PREREQ: PSY 100. Majors are advised to take PSY 382 or PSY 384 rather than PSY 210.

245 Statistics for the Behavioral Sciences (3) Descriptive and inferential statistical concepts and techniques and their application to the collection, analysis, and interpretation of behavioral data. Computer-assisted computation procedures will be employed. PREREQ: MAT 103 or higher.

Ⓦ **246 Research Methods in Psychology (3)** Critical examination of research methods in psychology, including experimental and quasi-experimental designs, correlational methods, and survey methods. Students will receive practical experience in the design, implementation, analysis, and interpretation of data, and in preparation of written reports for research projects. PREREQ: PSY 245.

254 Social Psychology (3) The study of the ways in which the individual is affected by the actual, imagined, or implied presence of others. PREREQ: PSY 100.

255 Introduction to Biological Psychology (3) Basic concepts concerning the reciprocal relationship between behavior and biology will be introduced. PREREQ: PSY 100.

257 Theories of Personality (3) A course in personality that examines the theories and writings of Freud, Jung, Adler, Fromm, Erikson, Rogers, and other major personality theorists. PREREQ: PSY 100.

265 Industrial/Organizational Psychology (3) A basic course for business majors and others inter-

Ⓦ Writing emphasis course

ested in the psychology of the workplace. Emphasis on the theoretical developments in psychology as these relate to the study of people in organizations and industry. PREREQ: PSY 100.

266 Biological Psychology Laboratory (3) Laboratory exercises and experiments in basic biological psychology. PREREQ: PSY 100, 245, 246, and concurrent or previous enrollment in PSY 255.

268 Drugs, Behavior, and the Brain (3) A survey of how drugs affect the brain and behavior. Drugs that are used to treat psychological disorders and those used recreationally will be studied. PREREQ: PSY 100.

325 Psychological Testing and Measurement (3) Principles of psychological measurement including standardization, scale transformation, reliability, validity, and item analysis. Use of tests for the solution of problems in industrial, clinical, and educational settings. PREREQ: PSY 100 and 245.

327 Applied Behavior Analysis (3) A survey of the principles and practices employed in inducing behavioral changes in clinic, institution, agency, and school settings. PREREQ: PSY 100.

335 Animal Behavior (3) The evolution and adaptiveness of behavior. Emphasis on physiological, genetic, and learning processes underlying animal behavior. PREREQ: PSY 100, or BIO 100 or 110, or permission of instructor.

336 Animal Behavior Laboratory (3) Laboratory exercises and experiments in the principles of animal behavior and comparative psychology. PREREQ: PSY 100, 245, 246 and concurrent enrollment in (or previous completion of) PSY 335.

350 Biopsychology of Motivation and Emotion (3) A study of drives, motives, and emotions as determinants of behavior. Physiological and social aspects of motivation will be explored with some attention given to pathological factors. PREREQ: PSY 100 and PSY 255 or BIO 100 or BIO 110.

362 History and Systems of Psychology (3) An integrated overview of the history of psychology as well as the systems, theories, and fundamental issues with which psychologists have concerned themselves in the past, recent, and current stages of the science. PREREQ: PSY 100.

363 Psychology of Learning (3) Basic laws and theories of learning. PREREQ: PSY 100.

W 365 Psychology of Women (3) A study of the behavior and experience of women. Biological, cultural, interpersonal, and intrapersonal determinants of women's actions, thoughts, and feelings will be explored. PREREQ: PSY 100.

366 Learning Laboratory (3) Laboratory exercises and experiments in the principles of Pavlovian and instrumental conditioning. PREREQ: PSY 100, 245, 246, and concurrent enrollment in (or previous completion of) PSY 363.

375 Abnormal Psychology (3) An in-depth study of psychological/psychiatric disorders, including diagnosis, epidemiology, etiology, and treatment. PREREQ: PSY 100; PSY 257 recommended.

W 376 Social Psychology Laboratory (3) Electronic and/or other laboratory exercises in social psychology. PREREQ: PSY 100 and 254.

382 Infant, Child and Adolescent Development (3) Study of the normal child from conception to puberty. Emphasis on current theoretical issues involved in the effects of early experience and environment. PREREQ: PSY 100.

W 384 Adult Development (3) Study of psychological development during the mature years up to and including death and dying. PREREQ: PSY 100.

390 Principles of Counseling and Psychotherapy (3) A review of theoretical assumptions underpinning various approaches to counseling and psychotherapy with particular reference to comparative outcome data. PREREQ: PSY 257 or 375.

400 Senior Seminar in Psychology (3) In-depth study of advanced topics in psychology. Students will prepare and present written and oral presentations describing and analyzing current issues in psychology. Required of all psychology majors. PREREQ: PSY 245, 246, and 21 total hours of psychology courses.

◆ 410 Research in Psychology (1-3) Special research projects, reports, and readings in psychology. PREREQ: PSY 100 and permission of department chairperson.

413 Group Interventions (3) This class is designed as an introductory course, integrating theory and practice of psychodrama as a psychotherapeutic modality. Emphasis is placed on understanding the basic psychodramatic and sociometric techniques from a theoretical perspective with emphasis placed on how to use these basic techniques in applied situations. PREREQ: PSY 100 and permission of instructor.

421 Issues in Autism: Diagnosis and Behavioral Treatments (3) Study of the assessment and treatment of children and adults with autism spectrum disorders, related disorders, and associated problems. Detailed coverage of current validated assessment and treatment practices, with emphasis on behavior analytic procedures. Instruction will occur via current books, periodicals, testing materials, videos, and play activities. PREREQ: PSY 100; PSY 327 strongly recommended.

430 Human Sexual Behavior (3) An intensive study of those variables under which human sexual behavior functions. Research from sociological and medical studies is integrated with psychological knowledge. PREREQ: PSY 100.

441 Field Experience in Psychology I (3) A work-study program in an educational, business, or mental health facility under joint supervision of the instructor and the staff psychologist of the field institution. PREREQ: PSY 100 and 21 total hours of psychology courses or permission of instructor.

442 Field Experience in Psychology II (3) Continuation of PSY 441.

443 Psychology of Group Processes (3) An exploration of the dynamics of interpersonal behavior in small groups. Theory applied to practice in class. PREREQ: PSY 100; permission of instructor recommended.

445 Organizational Development (3) The study of human behavior in task group and organizational contexts. PREREQ: PSY 265 recommended.

447 Interpersonal Relationships (3) A study of processes and factors in establishing, maintaining, and terminating relationships via the use of group methods. PREREQ: PSY 100 and permission of instructor.

D 448 Field Experience in Psychology III (3) A work-study program in a Head Start preschool, serving a population of children and family that is mostly low-income and of ethnic and racial minority backgrounds, under joint supervision of the instructor and the staff of the field institution. PREREQ: PSY 100 and 21 total hours of psychology courses or permission of instructor.

D 449 Field Experience in Psychology IV (3) A continuation of PSY 448. PREREQ: PSY 448 or permission of instructor.

464 Biopsychology Seminar (3) Anatomical, endocrinological, and physiological processes underlying behavior, including motivation, emotion, learning, and memory. Special attention is given to the biological bases and treatments of mental illness. PREREQ: PSY 100, and PSY 255 or BIO 100 or BIO 110.

470 Sensory and Perceptual Processes (3) A study of how we process sensory information and perceive our environments. PREREQ: PSY 100.

475 Cognitive Psychology (3) The study of human information processing, includes topics such as attention, memory, language, and decision making. PREREQ: PSY 100.

476 Cognitive Lab (3) Laboratory exercises and experiments in cognition, including human attention, perception, and memory. PREREQ: PSY 100, 245, and 246. PREREQ or COREQ: PSY 475.

481 Eating Disorders (3) An in-depth study of anorexia nervosa, bulimia nervosa, and other variants of disordered eating. PREREQ: PSY 257 or 375.

◆ 490 Topical Seminar in Psychology (1-3) Special topics in psychology not offered under existing, regularly offered courses. PREREQ: Consent of instructor or chairperson recommended.

W Writing emphasis course
◆ This course may be taken again with the approval of the Department of Psychology chairperson.
D Diverse communities course

Social Studies Teacher Certification

For additional information consult the major department and the Department of Professional and Secondary Education.

ELECTIVE SOCIAL STUDIES TEACHER CERTIFICATION

The Commonwealth of Pennsylvania grants a secondary social studies certificate enabling the holder to teach comprehensive social studies in public schools. West Chester University's program is accredited by the Pennsylvania Department of Education, the National Council for the Social Studies (NCSS), and the National Council for Accreditation of Teacher Education (NCATE). Certification programs are offered in conjunction with the B.A. programs in geography, history, and political science as well as the Department of Professional and Secondary Education. (Certification-only programs are not available at this time for those already holding a baccalaureate degree since enrollment is capped.) For information, contact the major department and the Department of Professional and Secondary Education.

Program of Study

This program is designed to assure that prospective social studies teachers possess the knowledge, capabilities, and dispositions associated with the concepts, tools of inquiry, and structures of the disciplines that make up the social studies, and that they are able to create learning experiences that make these aspects of the subject matter meaningful for learners. The course of study emphasizes ten NCSS-thematic strands:

- Culture and cultural diversity

- Time, continuity, and change
- People, places, and environment
- Individuals, groups, and institutions
- Power, authority, and government
- Production, distribution, and consumption
- Science, technology, and society
- Global connections
- Civic ideals and practices
- Individual development and identity

Prospective teachers must complete subject-matter courses in history and social sciences that make up no less than 40 percent of a total four-year or extended preparation program with a major of 21 hours in either geography, history, or political science.

Common Requirement

See the "Teacher Certification Programs" section of this catalog for information about common requirements.

COURSE DESCRIPTIONS
ELECTIVE SOCIAL STUDIES
TEACHER CERTIFICATION

W SSC 331 Teaching Citizenship Education (3)
Methods and materials of teaching social studies for prospective secondary school teachers. Emphasis is on combining educational theory with social studies content for effective teaching. Exercises and practical application. Enrollment is restricted to students who will be student teaching the next semester. Permission to waive this policy may be granted by the Department of History chairperson. PREREQ: EDS 306.

W Writing emphasis course

Department of Social Work

114 W. Rosedale Avenue
610-436-2527
Mildred C. Joyner, *Chairperson*
PROFESSORS: DeHope, Joyner, Voss
ASSISTANT PROFESSORS: Belliveau, Dente

The social work program is accredited on the baccalaureate level as a professional degree in social work by the Council of Social Work Education.

The mission of the undergraduate Department of Social Work program is to prepare students for beginning social work practice and lifelong learning. To this end, the program teaches the knowledge, values, and skills of generalist social work, with an emphasis on self-evaluation, critical thinking, information literacy, and understanding the intersections of people and their environments. Students apply micro, mezzo, and macro frameworks for assessment and intervention through experiential learning that includes two field placements over the course of three semesters. The program prepares students to adhere to the ethical standards of social work, to advocate for social and economic justice, and to promote the strengths and well-being of diverse individuals, families, groups, organizations, and communities. Students graduate with the core competencies appropriate to entry-level generalist social work as well as the foundation for graduate social work education.

The B.S.W. program has three phases: the first is the pre-candidacy courses along with their general education requirements during the first year; the second occurs in the sophomore year when students formally apply for candidacy, which is the professional social work track where advanced course work is completed; and the third is at the conclusion of the fall junior semester when students successfully complete a competency exam and enter field placement classes. The bachelor of social work is conferred on undergraduates who complete all the academic requirements of the program and West Chester University. The B.S.W. is recognized as the first professional level of social work practice.

Goals for the B.S.W. Program

The undergraduate social work program goals are linked to core practice competencies as set forth in the Council on Social Work Education's 2008 Educational Policy and Accreditation Standards (EPAS). With the liberal arts as its foundation, B.S.W. graduates are prepared to engage in entry-level social work practice through mastery of these ten core competencies. As such, the department's goal is that, by completion of the program, students are prepared to

1. engage in evidence-based, entry-level social work practice with individuals, families, groups, communities, and organizations within a multicultural society;
2. practice according to the principles, values, and ethics that guide the social work profession;
3. influence social policies with the goal of alleviating poverty, oppression, and social injustice as well as advocating for human rights;
4. indentify and affect the bio-psycho-social, spiritual, and cultural functioning of people;
5 evidence practice from a culturally sensitive perspective that recognizes and appreciates diverse cultures, particularly those that differ from one's own.

The B.S.W. program has the following core competencies:

1. Identify as a professional social worker and conduct oneself accordingly
2. Apply social work ethical principles to guide professional practice
3. Apply critical thinking to inform and communicate professional judgments
4. Engage diversity and difference in practice
5. Advance human rights and social and economic justice
6. Engage in research-informed practice and practice-informed research
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
9. Respond to contexts that shape practice
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

All students must demonstrate attitudes and professional behaviors consistent with the values and ethics of professional social work and the National Association of Social Work (NASW) Social Work Code of Ethics.

Policy for Social Work Majors

Majors are required to meet with their social work adviser to plan an integrative course of study, to select courses prior to scheduling, to discuss career opportunities, and to keep abreast of departmental activities. Handbooks are provided to help students be aware of requirements and procedures in the department. Social work majors should be aware of social work prerequisite courses and must see their adviser before registering for classes.

Academic Promotion Policy

Social work students who have a grade of D, F, or NG (no grade) in required courses must repeat these courses and achieve a satisfactory grade before entering the junior field placement. Not achieving at least a C- in social work required courses is considered grounds for dismissal from the social work program. Students must achieve an overall GPA of 2.5 in order to be accepted in to candidacy and to begin their first field practicum. Students must maintain a minimum 2.5 GPA in order to graduate with a B.S.W. that has been accredited by the Council on Social Work Education.

Department-Related Activities

The Social Work Club is a student organization that elects officers and sets a yearly agenda. The activities of this organization are open to all students. The honor society, Phi Alpha, is sponsored by the Department of Social Work and is the Chi Gamma Chapter of the National Social Work Honor Society. Eligibility requires an overall GPA of 3.0 and 3.25 in required social work courses. Active Minds is a social work organization open to all majors and focuses on mental health awareness of college students. Rotaract is another social work organization that is sponsored by the local Rotary Club and focuses on international and national issues that affect groups, families, or individuals. For more information, see the Student Activities and Service Organization sections of the catalog.

Department Field Placements and Volunteer Experiences

Social work students are expected to provide a minimum of 20 hours of volunteer work, approved by their adviser, as a requirement to be accepted into candidacy. During the second semester of the junior year and in both semesters of the senior year, students will be placed in various social work agencies (see partial listing of social work field placements).

Students must have completed SWO 200, 220, 225, 300, 320, 321, 332, 350, and 431 with a cumulative average of 3.0 before they register to take the junior field placement in the spring semester.

INSURANCE. Students are also required to carry liability insurance coverage in the amount of $1,000,000/1,000,000 during the second semester of their junior and the entire senior year. Students who have cars must submit copies of their insurance and valid driver's license to the director of field placement. Students may join NASW and become a member of a national social work organization and receive liability insurance at a reduced rate. Students need to apply for child abuse clearance and state police background check in the fall semester of their junior year prior to being matched with a field placement. Field sites may have additional requirements of students prior to the start of their field placement.

Social Work Field Placements

Below is a sampling of settings where students have been placed to fulfill their field experience requirements:

ARC of Chester County
Bucks County Children and Youth
Chester County Children, Youth, and Families
Chester County Intermediate Unit
Chester County Juvenile Probation
Chester County Office of the Aging
Chester County Opportunities Industrialization Centers (OIC)
County Office of Services for Older Adults
Delaware County Adult Probation and Parole
Department of Human Services
Devereux Foundation
Domestic Abuse Project of Delaware County
Elwyn
Family Services of Chester County
Family Services of Montgomery County
Friend's Association
Kendal-Crosslands
Montgomery County Aging and Adult Services
Philadelphia School District
ReMed
Resources for Human Development
Ronald McDonald House
Salvation Army
The Garage Community Youth Center
West Chester Area School District
University of Pennsylvania Health Systems
Values Into Action
Vitas Hospice
Youth Build

Admission Requirements

Applicants must meet University requirements for admission. After successfully completing the first year of pre-candidacy social work course requirements, students may apply for candidacy for the professional social work track.

For admittance to field placement, students must pass the competency exam requirements in social work and fulfill the requirements outlined on the guidance record sheet.

In compliance with the Council on Social Work Education, the national accrediting body for social work, the program only accepts upper-division social work courses from accredited programs that correspond with West Chester University B.S.W. program sequencing. No social work credits are granted for life and work experience.

BACHELOR OF SOCIAL WORK

120 semester hours

1. General ed. requirements, see pages 38-44 — 48 semester hours
   (Must include a course in the following areas: BIO; CSC; HIS; LIT/CLS 165; PHI; PSC; PSY 100; SOC)
   (Students are required to take nine semester hours of writing emphasis courses. The social work curriculum includes two [SWO 300 and 351]. Students need to choose an additional writing emphasis course to fulfill this general education requirement.)
2. Additional liberal arts foundation courses — 15 semester hours
   To support the liberal arts foundation and biopsychosocial perspective in social work, these courses are also required of social work majors: PHI, PSC, PSY, SOC, and six semester hours of language.
   Students may request to take culture cluster courses to meet some or all of this requirement; adviser permission is required.
3. Social work pre-candidacy courses — 12 semester hours
   Must earn a minimum of 2.5 GPA in these courses to be accepted into candidacy: SWO 200, 220, 225 (also meets interdisciplinary requirement), and 300
4. Social work professional foundation — 45 semester hours
   Students must maintain a 3.00 GPA in these courses: SWO 320, 321, 332, 350, 351, 375, 395, 431, 432, 450, 451, 495, and 496
   In addition, continued matriculation at the professional level of the B.S.W. program requires that all students
   - Maintain an overall GPA of 2.00 or better in the general education requirements;
   - Maintain an average 2.50 GPA in the required liberal arts foundation courses;
   - Obtain a 2.5 GPA to graduate from the social work program
   - Adhere to field practice requirements in accordance with the *Undergraduate Social Work Field Manual*; and
   - Comply with NASW Code of Ethics and the professional behavior established by the social work program.

Transfer Students

Students from other colleges and universities who desire to transfer to the West Chester University baccalaureate social work program should apply through the University's Office of Admissions, which will coordinate the credit evaluations of social work courses with the baccalaureate social work program director. Transfer students are required to make application for candidacy.

A transfer credit analysis, listing all transfer credits accepted by the University, will be sent to the Department of Social Work and also directly to the student. The B.S.W. program director may accept social work transfer credits from CSWE-accredited undergraduate social work programs.

The field practicum and seminar are concurrent courses in the WCU undergraduate social work program; therefore, they are not transferable. The policies and requirements for the field practice are explicated in the Baccalaureate Program Field Instruction Manual. All other social work courses not meeting the requirements of the program may be accepted

as SWO 199 course credit hours.

Internal Transfer Students

Internal transfer students meet the same standards for the program as other students.

NOTE: The Department of Social Work offers courses in the summer to assist transfer students to begin as a junior when they enter West Chester University in the fall. It is crucial that all transfer students be advised by the undergraduate program chair before the first session of summer.

COURSE DESCRIPTIONS SOCIAL WORK

Symbol: SWO

PRE-CANDIDACY SOCIAL WORK COURSES

200 Introduction to Social Welfare (3) An introduction to the social work profession, this course emphasizes the historical, economic, political, and philosophical foundations of the social welfare system in the United States, social policy, and social services. It introduces a framework for the critical analysis of social welfare policy from a system perspective.

220 Introduction to Generalist Practice (3) In this course, students are introduced to the knowledge base, values, and skills of the social work profession that guides practice with individuals, families, groups, organizations, communities, and societal systems.

222 Social Work and the Law (3) A study of legislation and case law affecting social welfare programs to develop an understanding of legal reasoning and key areas of legal knowledge.

I D 225 Race Relations (3) The course takes an interdisciplinary approach to the study of race, ethnicity, and culture. By integrating findings from history, political science, sociology, and social work, students are introduced to cultural differences as they affect family life, the development of law, and the nature and magnitude of racism in our society. The overarching goal of this course is to encourage the student to embark on the process of becoming culturally competent.

W 300 Family Systems (3) This course is an introduction to the family from a systems theory perspective. The course includes discussion of historical and contemporary families: definitions, types, social functions, and life cycle overview. Particular attention is paid to diversity in order to highlight variations in family forms and styles along the lines of race, ethnicity, class, and sexual orientation.

PROFESSIONAL FOUNDATION SOCIAL WORK COURSES

320 Generalist Social Work Practice I (3) Students apply their knowledge of the strengths and ecological perspectives to the processes of engagement, assessment, planning, implementation, evaluation and termination for social work practice with individuals and families. Social work majors only.

321 Generalist Social Work Practice II (3) Students apply their knowledge of the strengths and ecological perspectives to the processes of engagement, assessment, planning, implementation, evaluation, and termination for social work practice with groups, organizations, and communities. Social work majors only.

332 Social Welfare Policies and Services (3) This course introduces students to policy analysis. A main focus is an examination of how the U.S. government supports or inhibits social and economic justice through social welfare, social security, social policy, and social services.

350 Human Behavior in Social Environment I (3) This course examines the life cycle from pre-natal development through young adulthood with an emphasis on micro and mezzo theories of human behavior from a strengths and ecological systems perspective. The course is designed to provide the theoretical foundation that informs the knowledge and skill bases of the generalist social work practitioner.

D W 351 Human Behavior in Social Environment II (3) This course examines the life cycle from middle adulthood through older adulthood and death and dying with an emphasis on mezzo and macro theories of human behavior from a strengths and ecological systems perspective.

375 Field Placement (6) Junior-year field experience for the social work major in an approved setting and under the supervision of an approved field instructor. Social work majors only.

395 Junior Seminar (3) The integration of knowledge, values, and skills within the theoretical framework of generalist social work practice. This course is the beginning foundation for students to examine ways social work theory and values are integrated into the reality of practice.

410 Independent Studies in Social Work (1-3) Special research projects or practice in social work. Juniors and seniors only. Permission of department chair required.

421 Mental Health and Social Work (3) This course introduces students to the signs and symptoms of mental illnesses and substance abuse disorders. Specific practice skills for social work practice, the range of mental health services, and relevant social policies are covered.

423 Child Welfare Practice and Policy (3) Emphasis is placed on assessment of and understanding child abuse and neglect, the long-term effects of child maltreatment, how to engage families in which child maltreatment is an identified issue, the child protective service system, and relevant policies.

431 Methods of Social Inquiry (3) The course introduces students to qualitative and quantitative research, ethical, and cultural issues in research, and fosters critical thinking in evaluating existing research. Students learn how to conduct a research project and the skills of social work practice evaluation.

432 Advanced Policy Practice (3) The relationship between social policy and social work practice is strengthened as students are taught the concept of policy practice or how to develop, influence, and implement social policy in their social work practice everyday.

450 Field Experience I (6) Senior field experience for the social work major in an approved setting and under the supervision of an approved field instructor. Senior social work majors only.

451 Field Experience II (6) Senior field experience for the social work major in an approved setting and under the supervision of an approved field instructor. Senior social work majors only.

490 Seminar in Social Work (3) In-depth topics in social work offered to complement the undergraduate program's field practicum.

495 Social Work Senior Seminar I (3) Integration of field and classroom experiences in discussing the application of the generalist model to the helping process. Emphasis is on all levels of practice (individuals, families, groups, organizations, and communities). Social work majors only.

496 Social Work Senior Seminar II (3) Integration of field and classroom experiences in discussing the application of the generalist model to the helping process. Emphasis is on advocacy, social justice, and evidence-based practice. Social work majors only.

I Approved interdisciplinary course
D Diverse communities course
W Writing emphasis course

Department of Special Education

304 Recitation Hall
610-436-2579
Donna Wandry, *Chairperson*

PROFESSOR: McGinley

ASSOCIATE PROFESSOR: Wandry

ASSISTANT PROFESSORS: Doan, Murphy, Verden, Williams

The Department of Special Education stands out in the southeastern Pennsylvania and the tri-state region with its extensive early practicum experiences for its students, professionally diverse faculty, a high rate of employment opportunities, a heightened sense of collegiality and volunteerism among its students, and international (Council for Exceptional Children), national (National Council for Accreditation of Teacher Education), regional (Middle States Association of Colleges and Secondary Schools), and state (Pennsylvania Department of Education [PDE]) accreditations.

The faculty is committed to supporting the development of teachers who acquire the knowledge, skills, and dispositions to construct effective, high-quality educational programs for children with disabilities. The mission is to foster knowledgeable, passionate, competent, and reflective graduates who will serve as eloquent, articulate advocates for all children, families, and special education professionals. This program provides students with field placement and experience in the same block of courses where they are concurrently learning characteristics, teaching methods, application, and theory. These placements give students an opportunity to reflect and question what they observe and experience in these settings, which is vital to the success of integrating theory and practice.

The field experiences in private or public schools are designed to give students first-hand opportunities with children in high-incidence and low-incidence settings. The course work taken concurrently provides students with the theory and research necessary to become effective teachers.

Programs Offered

The Department of Special Education offers two programs of study leading to dual certification at the PreK–8 or the 7–12 level; that is, students who want certification in special education must have a dual major in another content area. **These new certification programs are for students entering as freshmen in fall 2009 or later, and for those who anticipate receiving certification after August 2013:**

The B.S.Ed. – SPECIAL EDUCATION: PreK-8 will give students special education certification at the PreK-8 level and certification in early grades preparation (PreK-4) *or* middle grades preparation (4-8).

The B.S.Ed. – SPECIAL EDUCATION: 7–12 will give students special education certification at the 7-12 level as well as certification in a secondary content area, including biology, chemistry, earth and space science, English (literature or writing), general science, mathematics, and physics. A dual degree program also is being offered in history (a B.S.Ed. in special education and a B.A. in history with teacher certification).

The eleven available dual programs of study are generally described below in terms of course credit requirements. Required special education courses are consistent across programs and are described later in this section. General education requirement areas also are consistent across majors, include requirements in the arts, humanities, social sciences, and sciences, and are described on pages 38-44. However, each content area may have different requirements for general and professional core courses, so students should contact individual departments for program-specific information.

Upon completion of the program, the student will qualify for a Pennsylvania Instructional I Certificate in both areas of their dual course of study, which is valid for six years of teaching.

In addition, the Department of Special Education also offers a current program for students who must receive certification prior to August 2013. No new students are being admitted into the following program:

The B.S.Ed. in SPECIAL EDUCATION prepares teachers who can provide diverse student populations with the knowledge, skills, and values considered essential for effective participation in society. It provides relevant and comprehensive education for those who desire to support the educational, emotional, and physical needs of students with disabilities in the public schools of Pennsylvania. Upon satisfactory completion of the program, the student will qualify for a Pennsylvania Instructional I Certificate, valid for six years of teaching.

Requirements for B.S.Ed. Programs

In order to be eligible for graduation, an undergraduate student must satisfactorily complete the following requirements:

1. 135 credits for the B.S.Ed. – special education/early grades preparation; 148 credits for the B.S.Ed. – special education/middle grades preparation; and 136–154 credits for the B.S.Ed. – special education/secondary (dual program content area) or B.S.Ed. – special education/B.A. in history (dual degrees)
2. Formal admission to teach education (see below)
3. Minimum GPA of 3.0
4. Praxis II Subject Area examinations relevant to each area of the chosen dual major/dual degrees noted above, which would grant teacher certification in both special education and the selected dual program

BACHELOR OF SCIENCE IN EDUCATION – SPECIAL EDUCATION: PreK-8

(135-148 semester hours)

1. General ed. requirements, see pages 38-44 — 48 semester hours
   See page 84 for Early Grades PreK-4 or Middle Grades 4-8
2. Special education
   EDA 103, 203+ 314*, 321*+, 361*, 413*, 421*+, 429*, 416*+ or 417*+
3. See PreK-4 or 4-8 program for other requirements

BACHELOR OF SCIENCE IN EDUCATION – SPECIAL EDUCATION: 7-12

(136-154 semester hours)

1. General ed. requirements, see applicable secondary program — 48 semester hours
2. Special education
   EDA 103, 203+, 314*, 321*+, 361*, 414*, 416*+ or 417*+, 421*+, 429*
3. See secondary education programs for other requirements (biology, chemistry, earth and space science, English, general science, history, mathematics, physics)

Students must receive a C or better in all special education and supporting courses, maintain a 2.80 GPA, and achieve a GPA of 3.0 to be eligible for certification.

Note: The following program is for students who must receive certification prior to August 2013. No new students are being admitted into this program.

BACHELOR OF SCIENCE IN EDUCATION – SPECIAL EDUCATION

120 semester hours

1. General ed. requirements, see pages 38–44 — 48 semester hours
   Student electives selected under advisement (suggested general education student elective MAT 102)
2. Professional education — 12 semester hours
   Required: EDF 300, EDM 300, EDP 250 and 351
3. Special education** — 48 semester hours
   NOTE: Special education requirements are structured in the following distinct blocks:
   High incidence:
   EDA 302++, 350++, 360++
   Low incidence:
   EDA 320++, 347++
   Introductory and major courses:
   EDA 104, 230 or EDA/EDR 341++, 307++, 380++, and 416++/417++
   One program elective from the following:
   EDA 230, 280, or 341++
4. Required supporting courses — 12 semester hours
   EDR 311++, HEA 206, MAT 357++, and SPP 240++

Admission to Special Education Degree Programs

For formal admission to the special education degree program, see page (159?) in the "Teaching Certification Programs" section of this catalog.

Requirements for Transfer to the Majors in Special Education

All internal and external transfer students who wish to major in special education must also declare a dual major in early grades preparation, middle grades preparation, or a 7-12 content area (as noted above in "Dual Programs of Study"). Specifically, students seeking certification at the special education PreK-8 level must simultaneously obtain an additional certification in early grades preparation (PreK-4) or middle grades preparation (4-8). Students seeking special education certification at the 7-12 level must simultaneously obtain an additional certification in a secondary content area. These students must secure the signatures from the chair of the Department of Special Education as well as the chair of the department in which the desired dual major program resides.

Students may apply for "external transfer" when transferring from another post-secondary institution. Students already admitted to West Chester University as premajors or in another major may apply for "internal transfer." Students seeking external or internal transfer must have a minimum of 12 college-level credits. Students with 12-47 credits must also have a minimum GPA of 2.65. The required minimum cumulative GPA for students with 48-59 earned credits is 2.80. Students with 60 or more earned credits must have a minimum cumulative GPA of 2.80;

\+ Child abuse clearance, criminal record check, FBI fingerprinting, and TB testing
* Formal admission to teacher education (FATE)
** A minimum grade of C is required for these courses
++ Courses requiring prerequisites–check catalog course descriptions.

must have achieved the following passing scores as established by the Pennsylvania Department of Education on the Praxis I PPST examinations in Reading (172), Writing (173), and Mathematics (173); and must have completed college-level studies in English composition (three credits), literature taught in English (three credits), and mathematics (six credits). External or internal transfer to the major in special education does not represent or confer formal admission to teacher education (See "Formal Admission to Teacher Education" on page 161.)

INTERNAL TRANSFER STUDENTS: Students should call the department regarding admission at the beginning of each semester for dates and details regarding internal transfer.

EXTERNAL TRANSFER STUDENTS: Transfer credit may be granted for 100- and 200- level courses if the course descriptions are equivalent and in accordance with University policy. All other required courses in the professional education and specialized preparations areas will be evaluated and approved on an individual basis.

NOTE: Students will not be accepted as internal or external transfers in the current B.S.Ed.–special education program after fall semester 2010. Students enrolled in this program must receive certification before August 2013.

In addition to the general requirements for formal admission to teacher education, B.S.Ed. candidates who are admitted to the major in special education must also complete 20 hours of preapproved, unpaid community service for agencies/organizations serving children and/or youth and/or adults with special needs and/or families (at least ten of these hours must be provided in one setting); and (2) a written reflection that has been assessed as satisfactory on how this service has influenced their development as teachers. The nature of the service must provide a direct, concrete benefit to the population(s) an agency/organization serves. The hours that candidates devote to this community service requirement may not also be used to fulfill any requirement for a credit-bearing course.

Application and Approval for Student Teaching

Students must apply through the Teachers Education Center, FHG Library 251, for approval for student teaching placements. Prerequisites for student teaching include the following:

- Formal admission to teacher education
- 96 credits, including all professional educational courses and all specialized preparation courses with necessary grade prerequisites, with a cumulative GPA of 2.8
- Completion of the following forms: student teaching application, child abuse history clearance form, request for criminal record check, FBI records check, and a TB test. Students should allow enough time to receive responses for clearance. All clearance forms are valid for one year, except the TB test, which is valid for the duration of attendance at WCU but must be administered within three months prior to entering the initial field placement.

The application for student teaching must be filed within one full year prior to the academic semester in which student teaching is to be scheduled. Application meetings will be announced at the beginning of the fall semester each year. Students register for student teaching as they would for any other University courses.

Field Placement in Schools

All field placements, including student teaching, are arranged by the department. Students are not to solicit placements. While student needs are considered in assigning placements, no particular placement can be guaranteed. Transportation to and from field placements is the responsibility of the individual student.

West Chester University does not place students at religiously affiliated schools when public schools are available for a student teaching experience. In addition, the University will make every attempt to first place students into public (vs. private) schools for student teaching and related activities. Further, students will not be assigned student teaching or other related duties at nonsectarian private schools or agencies unless they specifically request such placement. Each request will be considered individually to ensure that the private entity does not receive special benefit from the arrangement that outweighs the benefit to the University and its students.

Minor Programs

Since current trends, enforced by recent litigation, have increased the need for a general understanding of the individuals with disabilities in our culture, the department also offers a new minor in special education, which is designed to introduce students to individuals with disabilities through course work and field experiences. This new minor will be replacing the former minor, also listed below, which will not be admitting students after fall 2010. Students who desire admission to the minor in special education must have achieved the minimum cumulative GPA required for their earned credits: 2.65 for students with 12-47 credits, and 2.80 for students with 48 or more credits. Students admitted to this minor must maintain that minimum cumulative GPA in order to continue. Students who fall below the minimum cumulative GPA required are permitted to retake, in accordance with University policy, course work in the minor that contributed to their fall below the minimum required GPA. Such students will not be permitted to take additional course work in the minor until they achieve the minimum cumulative GPA.

These minors do not lead to Instructional I teacher certification by the Pennsylvania Department of Education.

Minor in Special Education 18 semester hours

Required courses

EDA 103, 203, 314, 361, 421

No new students will be admitted into the following minor after fall 2010:

Minor in Special Education 18 semester hours

Required courses

EDA 104, 307, and 302/350/360 (as a block)

COURSE DESCRIPTIONS
SPECIAL EDUCATION

Symbol: EDA

M 103 Foundations of Special Education (3)
This course is designed to acquaint the prospective teacher with the historical legal evolution of the field, as well as the characteristics of individuals with disabilities.

104 Introduction to Special Education (6) This course is designed to acquaint the prospective special education teacher with the historical and legal evolution of the field, as well as the characteristics of individuals with high- and low-incidence disabilities with a focus on mental retardation, emotional disturbance, learning disabilities, and physical and other health impairments. In addition, this course is designed to have the prospective teacher observe and reflect upon the characteristics of these students with disabilities within the context of school and clinical settings. The content will focus on issues relative to special education in a diverse society and will rely heavily on reflective teaching and learning. PREREQ: Sophomore status – minimum of 27 credits earned.

M5 203 Field: Students with Exceptionalities (3)
This course is designed to have the prospective teacher observe and reflect upon the characteristics of students with disabilities within the context of school and clinical settings. The content will focus on issues relative to special education in a diverse society and will rely heavily on reflective teaching and learning. PREREQ: EDA 103, field clearances.

▲ J 230 Inclusive Classrooms (3) This course prepares preservice early childhood, elementary, and special education students to teach students with disabilities effectively in general education settings. The course will be co-taught by special education and early childhood education faculty.

250 Inclusive Practices in Music Education (1)
Designed to acquaint music educators with the philosophy of inclusive education and provide them with skills to accommodate students with disabilities in music classes (for music educators only).

280 Integrating the Arts (3) Fine art, music, puppetry, and dance are combined as creative processes to be adapted for use with children with disabilities. This course can be used to fulfill general education requirements.

W 302 Field Experience Seminar: High-Incidence

M Open to all teacher education majors; satisfies special education major/minor and Chapter 49.13 requirements
M5 Open to special education majors/minors only
▲ Crosslisted course. Students may not take both courses for credit.
J Diverse communities course
W Writing emphasis course

(3) A weekly one-and-a-half-hour seminar and three-hour field placement with individuals with high-incidence disabilities. This course will be taken the same semester as EDA 350 and EDA 360. The goal is to experience inclusive classrooms, with culturally diverse populations, implementing best practices for teaching all children integrating theory and practice. The reading and discussions will focus on special education in a diverse society and will include reflective teaching and the reflective teaching model. COREQ: EDA 350 and 360, EDP 351, and FATE. PREREQ: EDA 104.

▲ 303 Special Ed: Processes/Procedure for General Educators (2) The purpose of this course is to prepare preservice students to teach students with disabilities effectively in general education settings. PREREQ: EDA 103 and FATE.

W 307 Families and Special Education (3) This course helps preservice teachers foster family-professional relationships that are meaningful, cooperative, and productive. Roles that parents have played in the education of children with disabilities will be emphasized. Involvement of families of individuals with disabilities is essential for the person's education and well-being, and is necessary from a legal perspective. A study of the family allows the prospective teacher to know best how to work with diverse families of children with disabilities, and within family systems. PREREQ: EDA 104 and FATE.

M1 314 Curriculum and Instruction for Individual Learning Differences I (3) This course is designed to prepare students to assist children with disabilities achieve skills in academics and functional life domains. Emphasis is placed on understanding and analysis of learning problems, and the design and planning of instructional interventions.

320 Behavior Management (3) This course is an exploration of current practices in behavior management with emphasis on teacher-delivered systems. PREREQ: EDA 104. COREQ: EDA 347.

M2 321 Behavior Management and Field Experience (6) This course is an exploration of current practices in behavior management with emphasis on teacher-delivered systems. It includes a field placement in a school where students will assess and develop interventions for a child with behavioral challenges. PREREQ: EDA 103 and 203, field clearances, and FATE.

J 341 Inclusion and Reading in the Content Area (3) This course is co-taught by special education and literacy faculty. It will help prepare secondary education and special education majors to teach all students effectively, including those with disabilities in general-education, content-specific settings. Practical guidelines, content literacy strategies, and adaptations will be emphasized to prepare pre-educators to meet the academic social, and affective needs of all students in the inclusive secondary classroom. PREREQ: EDF 300 or HON 312, and EDP 250.

347 Low-Incidence Methods and Field (6) This course is designed to prepare students to teach children with low-incidence (severe) disabilities. It provides an understanding of assessment, curriculum, and instructional strategies unique for students with severe disabilities. It includes a three-hour field placement in a school program for students with severe disabilities. Time is devoted in the on-campus classroom for a seminar enabling students to discuss and process their field experiences. PREQ: EDA 104. COREQ: EDA 320.

350 Methods for High-Incidence Disabilities (3) This course is designed to prepare students to assist children with high-incidence disabilities (mild disabilities) achieve skills and appropriate behaviors through their life span age of five through 21. Emphasis is placed on understanding and analysis of learning problems, and the design and implementation of instructional interventions in primary and secondary academics – reading, language arts, mathematics, other content areas, and social skills. PREREQ: EDA 104. COREQ: EDA 302 and 360; EDP 351; and FATE.

360 Assessment in Special Education (3) This course is designed to introduce students to instructional assessment in special education and the development of relevant education plans to meet federal regulations. PREREQ: EDA 104. COREQ: EDA 302 and 350; EDP 351; and FATE.

M1 361 Assessment and Special Education (3) This course is designed to introduce students to instructional assessment in special education and the development of relevant education plans to meet federal regulations. PREREQ: EDA 103 and 203, FATE. COREQ: EDA 314.

380 Life Transitions With Individuals With Disabilities (3) This course is a study of life-span issues for individuals with disabilities. It stresses curriculum content and instructional strategies that are sensitive to human diversity and promote career development and transition. PREREQ: EDA 104, 320, 347 or EDA 302, 350, 360, and FATE.

◆ 410 Independent Study (1-3) Special topics or projects initiated by the student that will enable her or him to do extensive and intensive study in an area of special education. PREREQ: Permission of chairperson.

M2 413 PreK-8 Aspects of Transitions (3) This course will address support structures that serve students with disabilities as they transition from homebound to, and throughout, K-8 school-based instruction, stressing legislative foundations, interagency linkages, school partnerships, referral processes, and systems of service delivery. The teacher practitioner as change agent will be an underlying theme. PREREQ: EDA 103 and 203, FATE.

M2 414 Secondary Career Development and Transition (3) This course will address support structures that serve students with disabilities as they transition from middle to high school and to adult life, stressing legislative foundations, interagency linkages, school partnerships, referral processes, and systems of service delivery. The teacher practitioner as change agent will be an underlying theme. PREREQ: EDA 103 and 203, FATE.

416 Student Teaching (6) Participation in teaching and all other activities in the student teaching role related to the teacher's work. PREREQ: Formal admission to teacher education and Pennsylvania-mandated GPA, 90 semester hours including all professional education courses, and all specialized preparation courses with standards as shown above (*). Students must have completed and provided an ETS score report that they took the Praxis II test(s) in the subject area where the candidates are enrolled to achieve certification.

417 Student Teaching (6) See EDA 416 for description and requirements.

M1 421 Curriculum and Instruction for Individual Learning Differences II and Field (6) This course is designed to support students in the research, development, and implementation of instruction for students with disabilities. Emphasis is placed on demonstration and implementation of appropriate curriculum and materials for the individual student with disabilities, with particular emphasis on life skills and academic abilities, including reading, written language, and mathematics. PREREQ: EDA 314 and 361, FATE.

M2 429 Communication Development and Assistive Technologies for Students with Disabilities This course will provide a broad overview of normal and atypical communication development. Importance will be given to communication disorders, characteristics of students with disabilities, and the impact of high and low level technology. PREREQ: EDA 103 and 203, FATE.

▲ Crosslisted course. Students may not take both courses for credit.
W Writing emphasis course
M1 Open to special education majors/minors only
M2 Open to special education majors only
J Diverse communities course
◆ This course may be taken again for credit
FATE means formal admission to teacher education.

Department of Sports Medicine

216 Sturzebecker Health Sciences Center
610-436-3293
Carolyn C. Jimenez, *Chairperson*
Neil Curtis, *Coordinator of Athletic Training Education*
Sandra Fowkes-Godek, *Coordinator of Physician Services*
Scott Heinerichs, *Coordinator of Sports Medicine Services*
PROFESSORS: Fowkes-Godek, Jimenez
ASSOCIATE PROFESSOR: Curtis
ASSISTANT PROFESSORS: Gardiner-Shires, Heinerichs, Morrison
INSTRUCTOR: Cattano
ADJUNCT PROFESSOR: Bartolozzi

The Department of Sports Medicine offers the B.S. in ATHLETIC TRAINING, a CAATE-accredited program, which prepares students to achieve certification from the Board of Certification, Inc. (BOC). Students completing this major also are eligible for entry-level athletic training positions, as well as graduate study in such fields as athletic training, physical therapy, exercise physiology, biomechanics, and sports medicine.

Applicants should have a combined SAT score of 1070 and rank in the top 20 percent of their high school class. Qualified students are required to participate in an interview with department faculty prior to admission.

Pre-Physical Therapy

A student may follow several academic paths to prepare for a professional physical therapy program. There is no official pre-physical therapy curriculum at West Chester University. Students who are interested in

preparing for a professional physical therapy school may meet the prerequisites either through the College of Arts and Sciences by enrolling in the Department of Biology, the College of Health Sciences by enrolling in the Department of Sports Medicine, or through the Department of Kinesiology. Students also may elect to take their undergraduate degree in the College of Arts and Sciences in the liberal studies science and mathematics track with a biology minor. Students interested in pre-physical therapy should contact either Dr. Neil Curtis in Sports Medicine, Dr. Judith Greenamyer in Biology, or Dr. Sheri Melton in Kinesiology.

BACHELOR OF SCIENCE—ATHLETIC TRAINING

120 semester hours

(Includes the Commission on Accreditation of Athletic Training Education [CAATE] accredited athletic training education program)

1. General ed. requirements, see pages 38-44 — 48 semester hours
2. Athletic training courses — 50 semester hours
   SMD 100, 204, 212, 261, 272, 310, 311, 312, 313, 315, 316, 361, 414, 417, 418, 454, and SML 310 and 311
3. Related requirements — 22 semester hours
   BIO 259 and 269; EXS 380; KIN 475; MAT 121; NTD 303; and SPK 208
4. Related requirements that also satisfy the general education requirements — 20 semester hours
   BIO 110, CHE 107, CRL 107, MAT 121, PHY 100, PSY 100, and SPK 208
   Other courses in chemistry, physics, mathematics, and biology may be substituted with approval of program director.
5. Clinical experience
   Clinical experiences are provided in a number of high school, college, and university settings under the supervision of a certified athletic trainer. Due to potential scheduling conflicts, athletic training students may be excluded from playing varsity sports during their four semesters of clinical experience. Students enrolled in SMD 315-316 and 417-418 must have current certification in CPR and first aid, be vaccinated with hepatitis B vaccination or sign a vaccine declination, and have professional liability coverage. Clinical experiences may begin prior to the official start of the semester. Students are also responsible for criminal background checks, child abuse history clearance, and TB test if required. Students must supply their own transportation to clinical sites. Students in clinical assignments are required to purchase and wear specified uniforms.
6. Students must earn a minimum grade of C in the following courses. In order to be recommended for the BOC Certification Exam, students must have a minimum cumulative GPA of 2.5 in the following courses:
   BIO 259, 269; EXS 380; KIN 475; NTD 303; SMD 204, 261, 272, 310, 311, 312, 313, 315, 316, 361, 414, 417, 418, 454; SML 310, 311

Technical Standards for the B.S. in Athletic Training Major

The B.S. in athletic training program at West Chester University prepares students for careers as certified athletic trainers where they will enter employment settings and render athletic training services to individuals engaged in physical activity. The clinical, classroom, and laboratory experiences place specific demands on the students enrolled in the program. The technical standards developed for the degree establish the essential qualities necessary for students to achieve the knowledge, skills, and competencies of an entry-level certified athletic trainer and meet the expectations of the agency (CAATE) that accredits the program.

Students must possess the abilities outlined below to be admitted into the program. Students selected for admission must verify that they understand and meet these technical standards with or without a reasonable accommodation. A student with a condition who may need a reasonable accommodation to meet these standards will be referred to the Office of Services for Students with Disabilities (OSSD) for an evaluation of whether the condition is a disability as defined by applicable laws, and a determination of what accommodations are reasonable. The determination will specifically take into consideration whether the requested accommodations might jeopardize the safety of the patient, and the ability to complete the classroom, laboratory, and clinical course work required for the athletic training program. The OSSD, with input from the Department of Sports Medicine, will make this determination. Whenever possible, reasonable accommodations will be provided for those individuals with disabilities to enable them to meet these standards and ensure that students are not denied the benefits of, excluded from participation in, or otherwise subjected to discrimination in this program.

The following are technical standards for the B.S. program, which are not inclusive of all expected abilities:

1. Critical thinking ability sufficient for clinical judgment
2. Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds
3. Communication abilities sufficient for interaction with others in verbal and written form
4. Physical abilities sufficient to maneuver in small or confined spaces and to provide emergency care
5. Gross and fine motor abilities sufficient to provide safe and effective athletic training care
6. Tactile dexterity sufficient for physical assessment
7. Visual ability sufficient for observation and assessment necessary in athletic training care
8. Auditory ability sufficient to monitor and assess health needs
9. Ability to maintain composure and function in highly stressful situations such as those associated with critical injury or illness

Facilities

Offices, classrooms, and laboratories for the Department of Sports Medicine are housed in the Russell L. Sturzebecker Health Sciences Center. Clinical experience is offered in two athletic training rooms on campus, one located in Hollinger Fieldhouse and the recently expanded facility located in the Sturzebecker Health Sciences Center. The athletic training rooms offer students the opportunity to work with state-of-the-art equipment, including numerous electrical modalities, Cybex isokinetic dynamometers, and the latest in proprioreceptive apparatus. In addition, the department maintains a close working relationship with the Human Performance Laboratory of the Department of Kinesiology.

COURSE DESCRIPTIONS
SPORTS MEDICINE

Symbols: SMD; SML indicates a lab course. The first number in parentheses is the number of class hours per week; the second number indicates hours of credit.

100 Foundations of Sports Medicine (3) (3) An overview of the professions in the discipline of sports medicine.

200 Understanding Your Sports Injury (3) (3) Prepares physically active individuals to understand the principles of prevention, recognition, management, and rehabilitation of injuries and illness commonly associated with sports- and fitness-oriented activities. (Nonathletic training majors only.)

204 First Aid for Health Professionals (3) (3) Prepares health professionals to meet emergencies requiring first aid. Includes "First Responder" training.

SML 204 First Aid for Health Professionals Lab (0) Lab experiences in the application of skills and knowledge presented in SMD 204. COREQ: SMD 204.

210 Psychosocial Perspectives of Sport/ Recreational Injuries (3) (3) Present active individuals with information on the incidence, prevention, and management of sports/recreational injuries. In addition, the psychological impact and sociological factors affecting health care delivery will be addressed. The course prepares students to become more informed consumers of sports/recreational health care.

211 First Aid for Children (1) Safety procedures and cardiopulmonary resuscitation (CPR) for early childhood and elementary education majors.

212 Pathology and Evaluation of Athletic Injury/ Illness I (3) (3) A presentation of the pathology, pharmacology, and management strategies relevant to sports medicine. Emphasis will be on nonorthopaedic conditions commonly encountered in a physically active population. PREREQ: BIO 259 and 269.

261 Surface Anatomy (2) (2) Orientation to major anatomical landmarks and underlying structures.

Required of athletic training majors. PREREQ: BIO 259.

271 First Aid and Athletic Training (3) (2) A course designed to qualify students in First Aid and CPR, and to introduce the principles of athletic injury prevention and management. For nonmajors only.

272 Athletic Training Techniques (3) (3) A course designed to develop athletic training skills for beginning athletic training students. PREREQ: SMD 100 or 204.

M 310 Therapeutic Modalities for Athletic Training (3) (3) Physical agents used in athletic training are presented with regard to the physics, physiological effects, indications, contraindications, and progression. PREREQ: SMD 212.

M SML 310 Therapeutic Modalities for Athletic Training Lab (2) (1) Lab experiences in the application of physical agents presented in SMD 310. PREREQ or COREQ: SMD 310.

M 311 Therapeutic Exercise for Athletic Training (3) (3) The principles, objectives, indications, contraindications, and progression of various exercise programs used in the rehabilitation of athletic injuries are presented. PREREQ: SMD 212.

M SML 311 Therapeutic Exercise for Athletic Training Lab (4) (2) Lab experiences in the application of exercises presented in SMD 311. PREREQ or COREQ: SMD 311.

M 312 Pathology and Evaluation of Athletic Injury/ Illness II (3) (3) A continuation of SMD 212 with emphasis on the pathology of injuries to the extremities commonly seen in athletics and the techniques for their evaluation. PREREQ: KIN 352 and KIN 361 or SMD 361, SMD 212, SML 261.

M 313 Pathology and Evaluation of Athletic Injury/ Illness III (3) (3) A continuation of SMD 312 with emphasis on the head, neck, and trunk. PREREQ: SMD 312.

M 315 Athletic Injury Management I (3) (3) Clinical experience of 200 or more hours with specific behavioral objectives in athletic equipment selection and fitting, and the presentation of illness, injuries, and conditions. PREREQ or COREQ: SMD 311 and 312, and SML 311.

M 316 Athletic Injury Management II (3) (3) Clinical experience of 200 or more hours with specific behavioral objectives in case study presentations of injuries, illnesses, and/or conditions, and hospital emergency department medical care. PREREQ or COREQ: SMD 310 and 313, and SML 310.

361 Kinesiology (3) (3) Basic fundamentals of movement, articulation, and muscular actions; analysis of the related principles of mechanics. PREREQ: BIO 259 or KIN 241.

M W 414 History, Organization, and Administration of Sports Medicine (3) (3) A presentation of the historical and current perspectives of athletic training, including techniques for organizing and administering athletic training programs. PREREQ: SMD 315.

M 417 Athletic Injury Management III (3) (3) Clinical experience of 200 or more hours with specific behavioral objectives in case study presentations of injuries, illnesses, and/or conditions, plus group discussions of clinical situations. PREREQ: SMD 316.

M 418 Athletic Injury Management IV (3) (3) Clinical experience of 200 or more hours and participation in critical reviews of sports medicine research combined with seminars which afford interaction with various medical and paramedical practitioners. PREREQ: SMD 417.

454 Theories and Practices of Conditioning and Training (3) (3) Application of principles of physiology, psychology, and kinesiology for the design and use of conditioning programs for various sports. PREREQ: EXS 380 or SMD 361.

M Athletic training majors only
W Writing emphasis course

Teacher Certification Programs

The primary mission of the teacher education programs at West Chester University is the preparation and continuing development of educational professionals. The University's conceptual framework places value in learning and teaching in context so that all PK-12 students achieve in schools and other educational settings throughout the Commonwealth of Pennsylvania.

The University is committed to excellence in teacher education by preparing candidates to exhibit unit outcomes in five categories: knowledge and pedagogical specialist, assessment and instructional designer, diversity advocate and classroom community builder, school and community professional, and self-directed practitioner.

The University is committed to preparing exemplary professionals to assume roles and responsibilities as educators in a multicultural, global society; to pursue personal and professional development opportunities; to support the continuing improvement of schools; to assume leadership; and to participate in the education community.

The Pennsylvania Department of Education (PDE) is phasing out three current teacher certification programs (early childhood education PreK-3; elementary education K-6; and special education K-12) and has instituted four other new programs (PreK-4; 4-8; special education PreK-8; and special education 7-12).

WCU received PDE approval to offer these certifications. These new programs apply to freshmen and many transfer teacher certification students entering fall 2009.

West Chester University offers 21 undergraduate certification programs for students who wish to prepare themselves to be certified teachers. These programs, which are described more fully in the departmental listings, include the following:

Department	Program and/or Degree	
Biology	B.S.Ed.	Biology
Chemistry	B.S.Ed.	Chemistry
Early and Middle Grades Education	B.S.Ed.	Early Grades Preparation, PK-4
	B.S.Ed.	Middle Grades Preparation, 4-8
English	B.S.Ed.	English
Geography and Planning	B.A.	Elective Certification – Social Studies, 7-12
Geology and Astronomy	B.S.Ed.	Earth-Space Science, 7-12
		Certification only: General Science, 7-12
History	B.A.	Elective Certification – Social Studies, 7-12
Kinesiology	B.S.	Health and Physical Education, K-12
Languages and Cultures	B.A.	Elective Certification – French, German, Latin, Russian, Spanish, 7-12
Mathematics	B.S.Ed.	Mathematics, 7-12
Music Education	B.M.	Music Education: (vocal, choral, general, instrumental), K-12
Physics	B.S.Ed.	Physics, 7-12
Political Science	B.A.	Elective Certification – Social Studies, 7-12
Special Education	B.S.Ed.	PK-8
	B.S.Ed.	7-12

FORMAL ADMISSION TO TEACHER EDUCATION

All students seeking a bachelor's degree in education or a bachelor of arts degree with elective certification must formally apply for admission to teacher education. This provision applies to those who received University admission to pursue teacher education.

Beginning **September 1, 2003** the minimum standards for formal admission to a WCU teacher preparation program include the following:

1. Major in a teacher-education program or enrolled in an elective certification program;
2. 48 semester-hour credits of college-level study;
3. A minimum cumulative GPA of 2.8 on all college-level work;
4. Passing scores, as established by the Pennsylvania Department of Education (PDE) on the currently specified PPST's (Praxis I: Reading, Writing, and Mathematics). Please consult with the Teacher Certification Office, 302 Recitation Hall regarding up-to-date testing information or visit the PDE Web site: www.pde.state.pa.us/.
5. Six semester-hour credits of college-level (100 level or above) mathematics, three semester-hour credits of college-level (100 level or above) English composition, and three semester-hour credits in literature taught in English; and
6. Recommendation by the department of the student's major. (Department recommendation may be contingent upon completion of additional and/or more rigorous requirements than the minimum described above.) Secondary education majors obtain a recommen-

dation from their content adviser as well as their professional and secondary education adviser.

7. See department listing to determine whether community service or other requirements apply.

WCU teacher education students who achieve formal admission to teacher education must maintain a minimum cumulative GPA of 2.80 to retain formal admission status. A minimum cumulative GPA of 3.00 must be earned to qualify for Pennsylvania public school teacher certification. Each program has designated, for its own majors, its advanced professional courses. Only those majors who have been formally admitted to teacher education are eligible to take these courses. The undergraduate program counselor, 251 Francis Harvey Green Library, processes all applications for formal admission to teacher education programs.

Students who earn formal admission to teacher education and later fall below the required cumulative GPA are permitted to **repeat** advanced professional education course work to improve their GPA to the required level (2.80). Such students will not, however, be permitted to register for additional advanced professional education course work in their programs until they again achieve the minimum cumulative GPA required for formal admission (2.80).

Early Field Experiences

Designated courses require early field experience to observe and work with PK-12 students in schools and other settings. Students must have current clearances for TB, criminal background, FBI, and child abuse before they can be assigned to schools to perform course assignments/ other requirements. The WCU policies on clearance are located on the College of Education Web site.

STUDENT TEACHING

Student teaching is the culminating experience of the teacher education program. Students majoring in early grades preparation PK-4, middle grades preparation 4-8, languages, secondary, and special education must file applications to student teach with the Teacher Education Center (251 Francis Harvey Green Library). Students majoring in music education and health and physical education (kinesiology) must file applications with their departments.

To be eligible to complete a student teaching experience, candidates (undergraduates and post-baccalaureates) must have

- completed the prerequisite course requirements,
- met the state-mandated grade point average (2.80) or higher,
- satisfied the requirements for formal admission to teacher education, and
- provided an ETS score report that they took, and in some programs passed, the Praxis II test(s) in the subject area where the candidates are enrolled to achieve certification.

See program listings and advising sheets for specifics and any other program requirements. Students should contact their departments for the requirements. A student must earn an academic grade of C or better in both student teaching assignments and graduate with the state-mandated minimum grade point average (3.0) or higher to qualify for a Pennsylvania teaching certificate. Students are assigned a student teaching placement in schools with which the University has a formal agreement.

To graduate from a teacher education program with a baccalaureate degree, that is, to be a program completer, candidates must have

- completed the required course work,
- earned at least minimum grades in courses specified by their program,
- achieved and maintained formal admission,
- earned an overall GPA of at least 3.0,
- achieved grades of at least C in both student teaching courses, and
- earned passing scores on the Praxis II test(s) required in the subject area/program where they are enrolled to achieve certification.

TEACHING CERTIFICATION

Students apply for a Pennsylvania certificate through the University's Teacher Certification Office. As soon as all certification requirements have been met, students' applications are signed by the certifying officer at West Chester University and forwarded to the Pennsylvania Department of Education.

The Teacher Certification Office verifies that all requirements have been met prior to submitting a recommendation for certification to the Pennsylvania Department of Education.

Applicants for the certificate must be citizens of the United States. A noncitizen must have declared the intent to become a citizen of the United States to qualify for a teaching certificate. For more information, contact the University's Teacher Certification Office.

Application forms and information about certification are available from the Teacher Certification Office in the College of Education and the PDE.

Postbaccalaureate students who wish to obtain teaching certification should consult with the academic program of interest.

THE PRAXIS SERIES EXAMINATIONS

Professional Assessments for Beginning Teachers

Students pursuing initial Pennsylvania Instructional Level I Certification must meet the passing score on the examinations at the time of application to the Pennsylvania Department of Education. Currently, these examinations include the following:

- As part of the requirements for formal admission to teacher education, all students must pass the **PPST (Praxis I)** exams in reading, mathematics, and writing. Students are strongly encouraged to take these exams in the second semester of the first year of college study.
- Candidates in programs leading to PK-4, 4-8, and Special Education K-8 and 7-12, and K-12 certification must pass the **Fundamental Subjects: Content Knowledge** exam (#30511). Some of these programs require **passing** scores for this test prior to student teaching. Students should consult with their academic department for requirements specific to their major.
- All candidates for certification must **take** all required Praxis II tests prior to student teaching. An ETS score report of all Praxis II tests must be produced, during preregistration for student teaching, as evidence of completing the academic department's test requirements.
- All candidates must pass all required Praxis I and II tests in order to graduate from their teacher education major program.

HEA – Title II Praxis Test Results for Program Completers, Regular Teacher Preparation Program for the 2008-2009 Academic Year

Aggregate results from Educational Testing Service:

Assessment Type	Number Taking	Number Passing	Passing Rate Institutional	Statewide
Basic Skills	631	630	100%	99%
Academic Content Areas (mathematics, English, biology, etc.)	640	638	100%	97%
Other Content Areas (career/ technical education, health education, etc.)	104	104	100%	98%
Teaching Special Populations (special education, ESL, etc.)	72	72	100%	100%

Title II - Most Recent Academic Year Pass Rates

One hundred percent of the 631 candidates who took the Praxis Pre-Professional Skills Test (PPS) in Reading, Writing, and Mathematics passed the tests. Concerning the academic content knowledge tests, with the exception of social studies (40 examinees) with a 98% pass rate, 100% of the remaining test takers (570) achieved a 100% pass rate. Overall, the pass rate in the academic content areas averaged 100%.

One hundred percent of the 519 candidates who competed the Fundamental Subjects: Content Knowledge test passed this exam – a requirement in early childhood education, elementary education, health and physical education, languages and cultures, music education, teaching speech for language impaired, and special education.

Questions related to these tests should be directed to the Teacher Certification Office, 302 Recitation Hall. West Chester University is a designated Praxis test center and administers these tests six times a year according to the dates established by Educational Testing Service (ETS).

INSTRUCTIONAL I CERTIFICATE

A student who completes one of the University's teacher education curricula and passes all Praxis tests required by the state qualifies for an Instructional I Certificate, which is issued by the Pennsylvania Department of Education. This certificate is valid for six years of teaching in Pennsylvania. Recommendation for the certificate is made by the dean, College of Education, who serves as the certifying officer of the University.

INSTRUCTIONAL II CERTIFICATE

This certificate requires three years of successful teaching in Pennsylvania under the Instructional I Certificate, successful completion of an Induction Plan approved by the Pennsylvania Department of Education, and the satisfactory completion of 24 semester hours of additional course work completed at a baccalaureate-granting institution, after issuance of the baccalaureate degree. This certificate is a valid license to teach in Pennsylvania.

All or part of the educational requirements for this credential may be obtained through approved, in-service programs. Effective July 1, 2000 (ACT 48) the state requires all certified teachers and administrators to engage in continuing professional development activities. WCU course work is an acceptable option for the six hours of college credit (or its equivalent) required for teachers and administrators every five years.

Certification in additional subject areas may be obtained by completing requirements for that area, or in certain areas, by completing a Praxis specialty examination (see the Pennsylvania Department of Education Web site: www.pde.state.pa.us/). Students should consult the department in which they seek certification for information and an evaluation of their credits.

Teacher Education Student Dispositions
Dispositional Expectations

If a faculty member documents that a particular teacher education or pre-service student is having difficulty with one of the following dispositional expectations in a University class or field-based course that the faculty member is teaching/supervising, he/she will request a meeting with the student, share evidence of the concerns, hear the student's reason for behavior(s) of concern, make recommendations for improvement where appropriate, and follow up the meeting with a notice and action plan sent to the student and his/her department chair. The notice and action plan will be placed in the student's file in the department. The student also may be required to meet with a committee of faculty within the major department, at the department's discretion, to

1. explore the nature of the concerns,
2. hear the student's reasons for the behavior(s) of concern, and
3. discuss corrective measures for remaining in the professional education sequence.

If the behavior of concern is not corrected satisfactorily, it may lead to the department's recommendation to deny formal admission to teacher education and/or advancement in the program. These recommendations would be forwarded to the associate dean of the College of Education for a final ruling. At this time, if the student chooses to appeal the ruling, the matter would come before the Teacher Education Student Appeals Committee, according to established protocol.

The purpose of this committee is to hear student appeals of decisions made by the associate dean, College of Education, related to formal admission to teacher education and other matters regarding students' progress in teacher education programs. Information related to this committee is on the University's Web site under academic programs, College of Education.

For dispositional expectations, go to the University's Web site, academic programs, College of Education, Teacher Education, Student Dispositions.

Fees and Other Expenses

All students pursuing teacher certification in Pennsylvania can expect to spend at least $98 on LiveText courseware, $210 on required Praxis I and II tests, $60 on criminal clearances, $36 TB testing, and $100 on the Pennsylvania certification application. If Praxis testing or clearances must be repeated for any reason during the student's enrollment at WCU, he or she will incur additional expenses. Note: TB testing must be updated annually for all early grades preparation PK-4 majors entering early childhood centers.

LiveText

LiveText is a courseware product required of all candidates. This product contributes to their learning; to the posting of assignments for assessment; to storing their work, growth, and development over their undergraduate career, and to applying for a student teaching. Candidates purchase this courseware as they would a textbook or other material for a course. They can use LiveText throughout their undergraduate studies and one year after graduation. Purchase takes place at the campus bookstore, LiveText, or other outlets.

Department of Theatre and Dance

Anderson Hall 118
610-436-3463
Harvey Rovine, *Chairperson*

PROFESSOR: Rovine

ASSOCIATE PROFESSOR: Studlien-Webb

ASSISTANT PROFESSORS: Field, Haughey, Kelly, Morgan, Staruch, Wunsch

The Department of Theatre and Dance offers a bachelor of arts program in theatre, as well as minors in theatre and dance which combines the foundation of a liberal arts education with the creative skills needed by the developing artist.

Students with an academic major or minor in the department are required to meet with a departmental faculty adviser to develop their curricular plans, select courses prior to scheduling, discuss career options, and to be aware of cocurricular opportunities. Handbooks are provided to entering students for their use as a guide to the development of their academic programs. Students must achieve a scholastic index of at least 2.0 in their major before they will be recommended for graduation. Grades of C- or lower in major subjects must be raised to C or better.

Department Student Activities

University Theatre; University Dance Company; United States Institute for Theatre Technology; The American College Dance Festival Association; Pennsylvania Association of Health, Physical Education, Recreation, and Dance; Alpha Psi Omega; and the Kennedy Center American College Theater Festival are organizations that involve theatre and dance majors and nonmajors in theatre- and dance-related activities. For more information see the "Student Affairs" section of the catalog.

Department Apprenticeships

Although not required, professional apprenticeship experiences are available to qualified majors and minors respectively. Students and their placements are screened by the department to assure mutual satisfaction for all parties involved. For details, students should see the department chairperson.

BACHELOR OF ARTS — THEATRE

120 semester hours

1. General ed. requirements, see pages 38–44 — 48 semester hours
2. Core requirements (all concentrations) — 27 semester hours
   DAN 130; THA 103, 104, 105, 113, 116, 301, 306, and 307
   Eight semesters of one-credit THA 100, 110, and 200
3. Concentration requirements — 25 semester hours

a. Performance (25 semester hours)
THA 118, 203, 210, 212, 303, 318, 399
Three semester hours of design choice
Six semester hours of theatre and dance electives

b. Musical theatre (25 semester hours)
Six credits of technique dance choices
THA 131, 203, 221, 303, 319, 321
VOI 181, 182; and three one-credit private voice lessons

c. Technical production (25 semester hours)
One three-credit ART choice from ART 106, 111, 112, 206, 306, or 307 and THA 206, 404
Nine semester hours of design choice: THA 304, 305, 315, or 316
Seven semester hours of foundation courses: THA 204, 208, 210, 213, 214, 310, 399, 414, or 499

d. General (25 semester hours)
Students will design their own program with the guidance of a faculty adviser and approval of the department chair with 50 percent of the courses at the 300 and 400 level.

e. Dance (25 semester hours)
Six semester hours from DAN 315, 344, 441, or 442
Fifteen semester hours of technique courses with 10 hours from 200 level or above including four semester hours of modern dance and four semester hours of ballet.
Four semester hours of performance: DAN 346 and 446

4. Language options, see pages 44-45 — 15 semester hours

Minor in Theatre Arts — 19 semester hours

THA 103, 104, 113, 116 or 316, 200, 210, and 301

Minor in Dance — 21 semester hours

To fulfill this program of study, all dance minor students are required to take 21 credits in the dance curriculum. Students should follow requirements as listed under core, technique, and performance courses. Further requirements include the following: 1) involvement in the performance area for a minimum of two years which can be accomplished for credit as a dancer, choreographer, officer, or production assistant; 2) serving as a teaching assistant in a Level I technique class with assignment from the dance coordinator; 3) recording all course work in a portfolio that will be presented to the dance coordinator at the conclusion of the course of study. Auditions are not required for admittance into the program; however, each applicant has the responsibility of meeting with the dance coordinator each semester before registration begins. Applicants must obtain and complete a minor registration form through the Office of the Registrar for transcript recognition.

1. **Core and performance courses**
   Required — 3 semester hours
   DAN 344
   Electives — 6 semester hours
   DAN 315, 441, or 442
2. **Technique courses** — minimum 8 semester hours
   DAN 210, 232, 233, 234, 235, 332, 333, 334, or 335
3. **Performance courses** — minimum 4 semester hours
   DAN 346, 446

COURSE DESCRIPTIONS

DANCE

Symbol: DAN

130 Movement for Performance (3) The purpose of this course is to improve body intelligence, providing a strong foundation for action and dance performance. Yoga- and Pilates-based exercises are incorporated to build strength and flexibility. Laban's system of analyzing movement using space/time/effort is examined along with movement sequencing, improvisation, visualization, and relaxation techniques. No previous dance or acting training necessary.

132 Modern Dance I (3) This course is an introduction to modern dance as a 20th century art form which makes use of the integration of the "mind" and "body" into an expressive and communicative whole. The work in this class has many layers, including ongoing development of physical skills as well as explorations into improvisation, choreography, and the historical contexts that have shaped modern dance.

133 Jazz Dance I (3) An introduction to the styles, technique, and rhythmic structures of jazz dance with emphasis on increasing movement capabilities and personal expression.

134 Beginners Ballet (3) This course is designed to teach fundamental ballet technique and vocabulary at the beginning level. The emphasis will be on using anatomically sound principals to promote efficient use of the body and develop kinesthetic awareness. The course also includes an overview of the history of ballet from its origins until present day.

135 Tap Dance I (3) The primary purpose of this course is to introduce the fundamentals of tap dance technique, form, and function. Emphasis will be given to basic steps, building combinations, musicality, performance of movement, and understanding the historical background of tap dance as an art form.

136 Introduction to Ballroom Dancing (3) To teach the basic steps for ballroom dance, both standard and Latin. Emphasis will be placed on lead and follow techniques, proper footwork and positions, and how to recognize and dance to different types of music.

137 African Dance (3) Through readings, discussions, videos, movement, essays, and other intensive projects, this course will explore dance and music from West Africa and the African Diaspora.

150 Introduction to the Art of Dance (3) The purpose of this course is to provide the student with an introduction to dance as an art form as well as relate information regarding various aspects of dance. Topics include a brief history of dance, dance styles, dance in education, and dance production.

210 The Dancer's Body (3) An exploration of the body systems, along with injury prevention and care, especially as it applies to the dancer. This course incorporates the physical practice of yoga, Pilates, and other mind-and-body techniques as they apply to the preparation for the physical demands of dance technique.

232 Modern Dance II (2) Modern Dance II is a continuation and expansion of Modern Dance I. It will focus on modern dance as a performing art with emphasis placed on longer combination and more complex problem-solving themes.

233 Jazz Dance II (2) This course is a continuing development of jazz dance form and function (introduced in Jazz I) with emphasis on proper jazz technique, introduction of intermediate-level rhythms and combinations, expanding movement capabilities, and exploring individual expression and artistry.

234 Ballet II (2) Ballet II is an intermediate-level course designed to expand on the ballet fundamentals and basic vocabulary learned in Ballet I.

235 Tap Dance II (2) The primary purpose of this course is to introduce the fundamentals of tap dance at an intermediate level. Emphasis, musicality, and individual expression through movement.

315 Dance Pedagogy (3) Basic course offering methods and materials for teaching dance technique.

332 Modern Dance III (2) Modern Dance III is a continuation and expansion on Modern Dance I and II. This course will focus on exploring various teaching techniques and style that have been developed by prominent figures in modern dance.

333 Jazz III (3) Continuing development of jazz dance technique with emphasis on individual artistry.

334 Ballet III (2) This course will expand on repertoire and proficiency of ballet steps, including advanced steps, and pointe skills. This course will introduce students to basics of ballet choreography.

335 Tap Dance III (2) This course is continuing development of tap dance technique (introduced in Tap I and II) with emphasis on proper tap technique, more advanced rhythms and combinations, musicality, improvisation skills, individual expression, and artistry.

W 344 History of Dance (3) The purpose of this course is to provide the student with a thorough background of dance as a fundamental form of human expression. Topics shall include the historical roots and recent status of theatrical dance forms, dance education, recent trends, and evaluation of dance as an art form in relation to man and his society. Physiological, sociological, and psychological implications; dance forms and types. Film and other materials focus on parallel developments in related arts.

◆ 345 Dance Production Workshop (2) Study of the various elements of performance and dance production. All are integrated into a final performance that is created and directed by the students. Admittance is by auditions during the fall semester.

346 Repertory Development (2) This course is designed to give students experience learning new and/or existing choreography in a professional

W Writing emphasis course
◆ This course may be taken again for credit.

rehearsal and performance setting. Admission to the course is by audition or permission of the instructor. Auditions take place the first week of the fall semester; e-mail the instructor for audition details.

441 Dance Composition (3) An introduction to choreography and the creative process in which students will develop original movement phases progressing from simple to complex solo and group forms.

442 Musical Theatre Dance and Choreography (3) This course covers the appropriate methods, materials, and skills needed for preparing and staging dance in a musical production. Special emphasis will be given to the choreographic process as well as the role of the choreographer.

◆ **446 Repertory Performance (2)** This course includes the study of various elements of performance and dance production. All are integrated into a final performance given in the spring semester. Admittance is by audition during the fall semester.

THEATRE

Symbol: THA

100 Theatre Survey (1) A survey course designed to introduce students to the full range of the theatre process including directing, performance, design, dramaturgy, and management.

101 Introduction to Theatre (3) A survey of theatre as a humanity by exploring how theatre reflects its time and country. This course teaches the student what to listen for and what to look for when attending a live theatre performance. Fulfills general education arts requirement.

103 Acting I (3) A course designed to introduce the basic skills and techniques needed by the developing actor to create successfully a character for performance on stage. Fulfills general education arts requirement.

104 Stagecraft I (3) To demonstrate through written work, oral discussion, and laboratory participation an understanding of technology as the theatre artist's instrument focusing on the basic elements of electrical systems.

105 Stagecraft II (3) To demonstrate through written work, oral discussion, and laboratory participation an understanding of technology as the theatre artist's instrument focusing in the basic elements of technical theatre, including the physical space and the scene shop.

113 History of Theatre and Drama I (3) Examination of play, players, and methods of theatrical production from Greek to the Italian Renaissance.

116 Costume Construction (3) Theory and practice in theatrical costuming including organization, construction, drafting, dyeing, painting, and wardrobe management. Laboratory required.

118 Voice for the Performer (3) The goal of vocal training is the understanding of the individual voice. Voice training seeks to uncover the potential for a naturally produced vocal sound with all its capabilities and limitations. Fulfills general education arts requirement.

131 Introduction to Musical Theatre (3) A survey course of musical theatre in production with an emphasis on the artists who create the shows.

150 Summer Theatre Workshop (3) A combination of classroom instruction and applied production techniques for student interns working with the department's Summer Theatre program. Available to freshman/sophomore-level students and to qualified high school seniors. PREREQ: Interview and permission of the department.

181 Voice Class I (1) Class instruction in singing skills for theatre majors and minors. Previous voice study not required.

182 Voice Class II (1) Class instruction in singing skills for theatre majors and minors. PREREQ: THA 181 or permission of instructor.

◆ **200 Theatre Practicum: Majors (1-3)** This course is designed to provide theatre arts majors and minors the opportunities to participate in and learn skills directly related to specific areas of theatrical production. PREREQ: THA 104.

203 Acting II (3) Continued focus on the basic skills and techniques needed to create a role on the stage. Emphasis on character development. PREREQ: THA 103.

204 Scene Painting (3) Studio course designed to introduce students to basic skills and techniques of scenic painting. PREREQ: THA 104 and 113.

206 Graphics for the Stage (3) An exploration of graphic solutions used in the various stages of planning and executing a setting for the theatre. Scenic design, stage technician drafting techniques, and perspective techniques used exclusively in the theatre. PREREQ: THA 104.

208 Scene Construction and Rigging (3) This course develops a familiarity with scenic construction techniques and materials. Practical solutions to technical problems are discussed. Other topics include theatre safety, technical drawing, and budgeting. This course is a requirement for technical majors but an elective for all other theatre majors. PREREQ: THA 104.

210 Stage Makeup I (3) Theory and practice in design and application of various types of makeup for the stage.

212 Creative Drama (3) Theory and practice in creative techniques of expression and dramatic forms to be used as a teaching and recreational device for children and adults. Fulfills general education requirement.

213 Script Analysis II (3) To introduce students to the unique problems of interpreting dramatic texts from the classical periods of theatre history for contemporary stage production.

214 Stage Properties (3) Explores the research, design, craft, skills, and solutions involved in providing theoretical properties, defined generally as the smaller objects that complete the costume and visual setting for a given show production. Students will learn the basic vocabulary for communication and collaboration with all production staff during the production process. Students will learn how to create source and scrapbook files, property plots, maintenance and security during and after, and organizing and storage of stage properties.

221 Music Theatre I (1) Beginning study of musical notation to provide skills to "read" and interpret musical theatre vocal lines.

D 250 Race and Gender in American Theatre (3) This course will focus on how some traditionally marginalized groups have been examined and portrayed in American theatre.

301 Directing I (3) An introduction of the theories and techniques of stage direction with emphasis on prerehearsal planning, play selection, script analysis and promptbooks, casting and blocking. PREREQ: THA 103, 104, and 113.

303 Acting III (3) A course for the advanced student actor who wishes in-depth work and study in character building and analysis. Extended scene work and audition materials also will be stressed. PREREQ: THA 203.

304 Scene Design (3) This course identifies and explores the processes involved in creating a scenic space that is both practical and expressive. Skills in set design, representational painting, scenic drafting, and script interpretation are developed. PREREQ: ART 106, THA 104, 308, or permission of instructor.

305 Stage Lighting (3) Exploration of lighting as a means of artistic communication in the theatre. The course covers the aesthetics, tools, technology, and the graphic methods used to light a play. Special topics in lighting for other performing arts will be discussed. PREREQ: ART 106, THA 104, 308, or permission of instructor.

W 306 History of Theatre and Drama II (3) Examination of plays, players, and methods of theatrical production from the Renaissance to 1875. PREREQ: THA 113 or 213.

W 307 History of Theatre and Drama III (3) Examination of plays, players, and methods of theatrical production from modern theatre (1875-1900) through contemporary theatre (1975-present). PREREQ: THA 113 or 213.

W 309 Trends in Contemporary Theatre (3) The theatre artists, structures, and social milieu whose collective interaction can be referred to as contemporary theatre. The creative work being done in America, England, Poland, South Africa, and other nations will form the core of the course. An emphasis on writing.

310 Stage Makeup II (3) Theory, development, and application of theatrical makeup according to the play, its period, the style of production, the actor, and the character. Students must have previous knowledge of the basic two- and three-dimensional makeup devices. PREREQ: THA 210.

312 Children's Theatre (3) Production of children's theatre for stage and television. Course elements will include script analysis and production values, publicity, and tour preparation. Students enrolled in the course will create a complete production. Fulfills general education requirement.

313 Playwriting Workshop (3) Writing the play; possibilities and limitations of the stage. Attention to sets and costuming where relevant. Characterization by action and dialogue. Problems of establishing motivation. The play's totality in theme, character, and action. Informal readings of student work.

315 Sound Design (3) An in-depth study of sound and how it relates to theatrical production.

316 Costume History and Design (3) The history of European and American costume and its application to the period production. The process of designing costumes in various styles will be explored. Students are required to design costumes for periods studied. PREREQ: ART 106, THA 215, THA 308, or permission of instructor.

318 Dialects (3) Dialects and regionalisms for the stage.

319 Music Theatre Repertoire (3) Performance course to acquaint students with styles of composition and vocal presentation in contemporary music theatre.

321 Music Theatre II (1) Continuation of THA 221 for the student interested in music theatre performance.

◆ **399 Directed Studies in Theatre (1-3)** Research, creative projects, reports, and readings in theatre. Students must apply to advisers one semester in advance of registration. PREREQ: Permission of instructor.

◆ **400 Professional Apprenticeship (3-15)** This course provides a structured and supervised work experience in theatre. Students must submit an application to the department chairperson for permission.

401 Directing II (3) Play direction as a creative aspect of stage production with emphasis on exploration of concept, techniques of rehearsing a play. and working with actors, and the role and function of the stage manager. PREREQ: THA 301.

◆ This course may be taken again for credit.
D Diverse communities course
W Writing emphasis course

◆ **403 Advanced Theatre Practicum (3)** A production seminar for advanced students that will culminate in a public performance. Under the mentorship of a faculty professional, the class will work as an ensemble that takes the production process from the performance potential to its final presentation.

404 CAD for the Stage (3) To develop the student's ability in utilizing the AutoCAD Release 14 environment to draft and plot scenic designs and technical drawings for the theatre. PREREQ: THA 308.

406 Acting IV (3) A special topics seminar with study and scene work in a variety of period, modern, and contemporary styles. Students will first focus on the physical, intellectual, and emotional demands inherent in the texts, and then on the process of moving from textual analysis to performance.

412 Theatre Arts Outreach (3) Provides students with the experience of working with children as part of an outreach program in partnership with the West Chester School District and Council of Arts.

414 Stage Management (3) Duties and responsibilities of the theatrical stage manager throughout the production process.

419 Music Theatre Repertoire (3) Research, preparation and performance of a variety of music theatre genres.

◆ **499 Theatre Seminar (3)** Intensive examination of a selected area of study in theatre. Topics will be announced in advance.

◆ This course may be taken again for credit.

Women's and Gender Studies Program

143 Main Hall
610-436-2464
Jen Bacon, *Director*

WOMEN'S AND GENDER STUDIES FACULTY

Jen Bacon, *English*
Gail Bollin, *Elementary Education*
Eleanor Brown, *Psychology*
Juanita Comfort, *English*
Virginia DaCosta, *Art*
Eli DeHope, *Social Work*
Connie DiLuccio, *Elementary Education*
Karen Fitts, *English*
Joy Fritschle, *Geography and Planning*
Susan Gans, *Psychology*
Robin Garrett, *Nursing*
Karin Gedge, *History*
Anne Herzog, *English*
Lauri Hyers, *Psychology*
Jane Jeffrey, *English*
Lisa Kirschenbaum, *History*
Rodney Mader, *English*
Deborah Mahlstedt, *Psychology*
Lisa Marano, *Mathematics*
Lisa Millhous, *Communication Studies*
Merry G. Perry, *English*
Cherise Pollard, *English*
Ruth Porritt, *Philosophy*
Maria Purciello, *Music*
Geetha Ramanathan, *English*
Lisa Ruchti, *Sociology*
Nancy Rumfield, *Art*
Stacey Schlau, *Languages and Cultures*
Frauke Schnell, *Political Science*
Helen Schroepfer, *Philosophy*
Eleanor Shevlin, *English*
Adale Sholock, *Women's Center Director*
Carolyn Sorisio, *English*
Chris Stangl, *Political Science*
Elizabeth Staruch, *Theatre and Dance*
Linda Stevenson, *Political Science*
LaTonya Thames-Taylor, *History*
Maria Van Liew, *Languages and Cultures*
Karin Volkwein-Caplan, *Kinesiology*
Joan Woolfrey, *Philosophy*
Hyoejin Yoon, *English*

The women's and gender studies program consists of an interrelated group of courses offered in a wide variety of academic disciplines. The program operates under the supervision of the Women's and Gender Studies Steering Committee. This program is envisaged both as an enrichment to liberal education and as a preprofessional field. The social transformation that is taking place in society and in intellectual life is making study in this area an asset in many arenas.

The aim of the program is to integrate the perception and experience of women into the curriculum and to encourage inquiry into previously neglected areas, such as women's history, women's literature and art, psychology of women, and women's position in society.

The women's and gender studies program provides an excellent learning environment that analyzes structural inequality, with a primary focus on gender inequality, at the center of the curriculum. It prepares students for careers, graduate study, and life choices through an interdisciplinary curriculum that establishes feminist values in its pedagogy and content. Women's and gender studies faculty are productive teacher-scholars who provide leadership and scholarship for integrating gender, race, ethnicity, class, sexuality, age, nationality, and disability issues into the curriculum.

Bachelor of Arts in Women's Studies

120 semester hours

1. General ed. requirements, see pages 38–44 — 48 semester hours
2. Languages (Culture cluster may be used.)
3. Required courses — 6 semester hours
   WOS 225 and 405; WOS 400, and 410 or 415 are strongly encouraged.
4. Other approved courses — 18–24 semester hours
5. Electives to complete — 120 semester hours
   Women's and gender studies students, both majors and minors, take courses across disciplines. Several crosslisted courses are offered each semester, e.g., CLS 259 (Women's Literature II), PSY 365 (Psychology of Women), and SOC 346 (Sociology of Gender).

Other courses may be chosen from the list of women's studies offerings. Additional courses may be applied to the major, under advisement. At least six major courses must be completed at the 300-400 level.

These courses are open to all students who have any required prerequisite as student electives under general requirements. With the permission of their departments, students also may take these courses as electives within their major or minor disciplines.

Minor in Women's Studies — 18 semester hours

Required courses — 6 semester hours
WOS 225 and either WOS 405 or 410 or 415

Women's and Gender Studies students, both majors and minors, take courses across disciplines. Several crosslisted courses are offered each semester, e.g., CLS 259 (Women's Literature II), PSY 365 (Psychology of Women), and SOC 346 (Sociology of Gender). No more than two courses may be taken in a single department. Additional courses may be applied to the minor, under advisement. For advising in women's and gender studies, contact Dr. Jen Bacon, 143 Main Hall. Descriptions of WOS courses in women's studies appear below. See departmental listings for all other courses.

COURSE DESCRIPTIONS
WOMEN'S AND GENDER STUDIES

Symbol: WOS

I J W 225 Women Today: An Introduction to Women's Studies (3) An interdisciplinary course designed to enable students to analyze various kinds of statements on women, to question the implications of changing cultural patterns, and to sample first-hand efforts for change.

I J W 250 Women's Self-Reflections in Writing, Art, and Music (3) An interdisciplinary approach to ways women record their lives.

276 Sexual Identity and Culture (3) Interdisciplinary introduction to meanings attached to human sexuality, as well as exploring intersections between theories of sexual identity and theories of gender, class, race, ethnicity, age, and nationality.

J 305 Intellectual Roots of Western Feminism (3) The course examines the major issues and themes that have historically been included in feminist theory about women's situations and experiences, including ethical foundations, the origins of patriarchy, feminist epistemology, education, body issues, issues of difference, religion, civil rights, and psychological development. Chronologically, the course covers from the Enlightenment (Mary Wollstonecraft's A Vindication of the Rights of Women) through Simone de Beauvior's The Second Sex.

306 Transnational Feminisms (3) This course explores current issues and debates relating to the gendered effects of globalization and women's political responses to it and dynamically reconceptualizes the relationship between women and nation; between gender and globalization; and between feminist theory and practice.

I J 315 Third-World Women (3) This course will examine the nature of women's lives in the Third World, focusing on topics such as family, education, health, development policies, and political change. Geographic areas studied include Africa, Asia, Latin America, and the Middle East.

◆ 320 Independent Study (3) Independent research and study for upper-division students. Topic to be approved by supervising faculty member. PREREQ: WOS 225.

◆ 325 Special Topics in Women's Studies (3) Selected (and changing) topics, e.g., black women; women and work; love and sexuality.

I 329 Gender and Peace (3) An examination of the ways in which social constructions of gender intersect with perceptions and the experience of war.

I J 335 Gender and Science (3) An interdisciplinary course on the role of gender and race in the formation of science.

I 350 Lesbian Studies (3) An interdisciplinary analysis of the lesbian experience, and a study of the informing ideas of lesbian studies.

◆ 400 Internship (3) This course is designed to allow students the opportunity to put into practice, outside the academic setting, the knowledge regarding women's experiences gained in other courses. Some possible sites might be a women's health clinic, a business, a newspaper, a social service agency, or an electoral campaign. There will be both an on-site and a faculty supervisor. PREREQ: WOS 225 and two other women's studies courses.

▲ I 405 Feminist Theory (3) Designed to introduce and discuss basic questions in contemporary feminist theory, the course will explore different philosophies of feminism and include such issues as motherhood, intersections with other theories of oppression, and body politics. PREREQ: WOS 225 or permission of the instructor. Crosslisted with PHI 405.

◆ 410 Senior Colloquium (3) Sample topics include global feminism, mothering, the experiences of women of color, and feminist utopias. PREREQ: WOS 225 and two other women's studies courses.

◆ 415 Senior Project (3) Preparation of research in any area of women's studies, to be decided by student and adviser. Supervision includes exercises in method and bibliography. Usually, a lengthy research paper will be the final result. PREREQ: WOS 225 and two other women's studies courses.

I Approved interdisciplinary course
J Diverse communities course
W Writing emphasis course
◆ This course may be taken again for credit.
▲ Crosslisted course. Students may not take both courses for credit.

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B.A., Eastern Connecticut State University; M.A., Ph.D., University of Connecticut

HEATHER WHOLEY (2005) *Associate Professor of Anthropology*
B.A., State University of New York at Albany; M.A., Ph.D., Catholic University of America

CHRISTINE WILLIAMS (2009) *Assistant Professor of Health*
B.S., M.S., University of Delaware; Ph.D., Middle Tennessee State University

DIAN WILLIAMS (2004) *Associate Professor of Criminal Justice*
R.N., Polyclinic Hospital School of Nursing; B.A., Antioch College; M.S., West Chester University; Ph.D., Walden University

JEROME M. WILLIAMS (1985) *Chairperson, Department of Languages and Cultures; Professor*
B.A., Haverford College; M.A., M.Phil., Ph.D., Yale University

JOHN G. WILLIAMS (1992) *Associate Professor of Kinesiology*
B.Ed., University of Nottingham, U.K.; M.Ed., University of Bath, U.K.; Ph.D., University of London, U.K.

MARY M. WILLIAMS (1995) *Instructor of Kinesiology*
M.A., University of London

YORK WILLIAMS (2009) *Assistant Professor of Special Education*
B.A., North Carolina Central University; M.A., West Chester University; M.Ed., Ph.D., Temple University

THOMAS WINTERS (1988) *Assistant Professor of Music History and Literature*
B.A., Bucknell University; M.A., Ph.D., University of Pennsylvania

SALLY A. WINTERTON (2001) *Associate Professor of Early and Middle Grades Education*
B.A., Immaculata College; M.Ed., West Chester University; D.Ed., University of Pennsylvania

C. GIL WISWALL (1985) *Special Assistant to the Provost; Professor of Geology and Astronomy*
B.A., Colgate University; M.S., Ph.D., University of Montana

PAUL WOLFSON (1978) *Professor of Mathematics*
A.B., Columbia University; M.S., Ph.D., University of Chicago

JOAN WOOLFREY (2000) *Chairperson, Department of Philosophy; Associate Professor*
B.S., North Dakota State University; M.A., The New School for Social Research; Ph.D., University of Oregon

JULIET WUNSCH (2000) *Associate Professor of Theatre*
B.A., Wesleyan University; M.F.A., Carnegie Mellon University

RICHARD W. WYATT (1989) *Associate Professor of Computer Science*
B.A., B.S., M.A., University of Melbourne; Ph.D., University of California, Berkeley; M.Sc., State University of New York at Buffalo

JANE A. WYSS (1990) *Assistant Chairperson, Department of Applied Music; Professor*
B.M., M.M., D.M.A., University of Texas at Austin

CHEER-SUN D. YANG (2000) *Associate Professor of Computer Science*
B.S., M.B.A., Tamkang University; M.S., Kansas State University; Ph.D., University of Delaware

K. HYOEJIN YOON (2002) *Associate Professor of English*
B.S., B.A., M.A., Virginia Polytechnic Institute and State University; Ph.D., University of Albany, State University of New York

STEFANI YORGES (1996) *Assistant Chairperson, Department of Psychology; Professor*
B.A., Hastings College; M.S., Ph.D., Purdue University

ANDREW YOZVIAK (2009) *Assistant Professor of Applied Music*
B.S., West Chester University; M.M., Indiana University, Bloomington; D.M.A., Rutgers University

JACQUELINE ZALEWSKI (2007) *Assistant Professor of Sociology*
B.A., University of Wisconsin-Parkside; M.A., Ph.D., Loyola University Chicago

NAIJIAN ZHANG (1999) *Chairperson, Department of Counselor Education; Professor*
B.A., Xi'an Foreign Languages Institute (China); M.A., M.A., Bowling Green University; Ph.D., Ball State University

DAZHI ZHENG (2010) *Assistant Professor of Economics and Finance*
B.S., Tsinghua University (China); M.S., University of Cincinnati; M.S., University of Illinois at Urbana-Champaign; Ph.D., Drexel University

LEI ZHU (2006) *Assistant Professor of Economics and Finance*
B.E., M.S., Hohai University; Ph.D., Drexel University

XIAOWEI ZHU (2006) *Assistant Professor of Management*
B.S., Beijing Union University; M.A., University of Iowa; Ph.D., University of Wisconsin-Milwaukee

PETER ZIMMER (2000) *Assistant Professor of Mathematics*
B.S., M.S., University of Wisconsin; Ph.D., University of Kansas

MONICA ZIMMERMAN (2008) *Associate Professor in Management*
B.S., Messiah College; M.B.A., Pennsylvania State University; Ph.D., Temple University

STEPHEN J. ZIMNISKI (2006) *Director, Pre-Medical and Pharmaceutical Product Development Programs*
B.S., University of Maine – Orono; M.A., University of Missouri; Ph.D., Boston University

LYNN ZUBERNIS (2007) *Assistant Professor of Counselor Education*
B.A., Rosemont College; M.A., Ph.D., Bryn Mawr College

Adjunct Faculty

AGNES BARROE-BONNIE *Department of Mathematics*
M.D., University of Ghana; Ph.D., Johns Hopkins University

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B.S., University of Delaware; M.P.H., Thomas Jefferson University

JEAN BUCHENHORST *Department of Biology*
B.S., University of Delaware; M.S., Medical College of Pennsylvania, Hahnemann University

DAVID K. COHOON *Department of Mathematics*
B.S., Massachusetts Institute of Technology; M.S., Ph.D., Purdue University; David Ross Research Associateship at Institut Henri Poincare

JOSEPH M. DIBUSSOLO *Pharmaceutical Product Development Program*
B.S., West Chester University; M.S., Ph.D., Drexel University

MARC DUEY *Pharmaceutical Product Development Program*
B.S., M.S., University of Ottawa; M.B.A., University of Western Ontario

DEBORAH A. EARLY *Pharmaceutical Product Development Program*
B.Sc., M.Med.Sc., University of Natal; Ph.D., University of East London

GAIL M. FELLOWS *Department of Health*
B.S., University of Arizona; M.S., West Chester University

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B.A., University of Denver; M.A., University of Northern Colorado

DALE A. HARTUPEE *Pharmaceutical Product Development Program*
B.S., University of California; Ph.D., University of California, Davis

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B.S., University of Montana; Master of Forestry, Duke University; Ph.D., University of Wisconsin-Madison

MICHAEL HUSSON *Department of Biology*
B.A., Harvard College; M.A., Phillips Academy; M.D., Boston University

ZDENKA L. JONAK *Department of Biology*
B.S., Charles University; M.S., Ph.D., Yale University

BRIAN KELLAR, *Department of Health*
A.S., West Chester University; B.A., M.S., Eastern University

WILLIAM D. KINGBURY *Pharmaceutical Product Development Program*
B.A. State University of New York at Buffalo; Ph.D., Wayne State University

BERNARD McCABE *Department of Mathematics*
B.A., Manhattan College; M.S., Ph.D., Catholic University

ERIC MURRAY *Department of Health*
A.S., Community College of Philadelphia; B.A., M.Ed., Holy Family University

WILLIAM K. NATALE *Department of Biology*
A.B., Oberlin College; M.D., University of Pittsburgh

JUDY MAE C. PASCASIO *Department of Biology*
B.S., M.D., University of the Philippines

RONALD J. PEKALA *Department of Psychology*
B.S., Pennsylvania State University; Ph.D., Michigan State University

HOWARD L. RUSSELL *Department of Biology*
B.A., Boston University; V.M.D., University of Pennsylvania; M.P.H., Tulane University

JAMES SALYERS *Department of Health*
A.S., Delaware County Community College; B.S., Widener University

RICHARD D. VANDELL *Department of Biology*
B.S., University of Vermont; M.S., University of Pennsylvania

JACK CARLTON WHITE *Department of Biology*
B.S., M.D., University of Vermont; Diplomate, American Board of Surgery

Emeriti

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SHIRLEY P. ALIFERIS, *Applied Music*

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HOWARD FREEMAN, *Counseling*
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SHARON KLETZIEN, *Literacy*
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†GRACE D. MCCARTHY, *English*
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THOMAS PLATT, *Philosophy*
CHARLES PRICE, *Music History*
CAROL RADICH, *Elementary Education*
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GEORGE F. REED, *Geology and Astronomy*
N. RUTH REED, *Health*
ARLENE RENGERT, *Geography and Planning*
RUSSELL K. RICKERT, *Physics and Dean of Sciences and Mathematics*
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ALFRED D. ROBERTS, *Foreign Languages*
RONALD F. ROMIG, *Biology*
†B. PAUL ROSS, *Education*
PHILIP B. RUDNICK, *Chemistry*
†HELEN RUSSELL, *Library Science*
C. RUTH SABOL, *English*
GLENN W. SAMUELSON, *Anthropology and Sociology*
HAROLD R. SANDS, *Psychology*
HARRY SCHALK, *History*
†GERTRUDE K. SCHMIDT, *Music*
LEIGH SHAFFER, *Antropology/Sociology*
JOHN SHEA, *Political Science*
†JANE E. SHEPPARD, *Vocal and Choral Music*
†IRENE G. SHUR, *History*
†CAROLYN G. SIMMENDINGER, *Art*
W. CLYDE SKILLEN, *Biology*
†KENNETH C. SLAGLE, *Dean of Arts and Sciences*
SUSAN C. SLANINKA, *Nursing*
PHILIP D. SMITH, JR., *Foreign Languages*
NORBERT C. SOLDON, *History*
H. LEE SOUTHALL, *Applied Music*
†CHARLES A. SPRENKLE, *Dean of Music*
RUTH S. STANLEY, *Mathematical Sciences*
JOSEPH A. STIGORA, *Communicative Disorders*
PAUL STREVELER, *Philosophy*
FREDERICK STRUCKMEYER, *Philosophy*
R. GODFREY STUDENMUND, *Education*
†RUSSELL L. STURZEBECKER, *Dean of Health and Physical Education*
JANE B. SWAN, *History*
ROY D. SWEET, *Vocal and Choral Music*
†EARL F. SYKES, *President*
ELINOR Z. TAYLOR, *Physical Education and Dean of Administration*
†JOSEPH M. THORSON, *Business Administration*
†WILLARD J. TREZISE, *Biology*
JOHN J. TURNER, JR., *History*
†EDWARD T. TWARDOWSKI, *Health and Physical Education*
†S. ELIZABETH TYSON, *English*
JOY VANDEVER, *Music Education*
†EARLE C. WATERS, *Health and Physical Education*
JOHN W. WEAVER, *Computer Science*
RICHARD WEBSTER, *History*
RUTH I. WEIDNER, *Art*
SOL WEISS, *Mathematical Sciences*
THEODORA L. WEST, *English*
BENJAMIN WHITTEN, *Keyboard Music*
ARDIS M. WILLIAMS, *Chemistry*
LOIS M. WILLIAMS, *Music*
HARRY WILKINSON, *Music*
LLOYD C. WILKINSON, *Physical Education*
†JOSEPHINE E. WILSON, *English*
RICHARD WOODRUFF, *Biology*
JAMES J. WRIGHT, *Music Theory and Composition*
EDWIN L. YOUMANS, *Dean of Health and Physical Education*
†ROBERT J. YOUNG, *History*
CARLOS R. ZIEGLER, *Childhood Studies and Reading*
†EDWARD ZIMMER, *Music*
CORNELIA ZIMMERMAN, *Childhood Studies and Reading*

†Deceased

Honorary Degrees

1984
ANDREW WYETH, *Doctor of Humane Letters*

1993
EMILIE KESSEL ASPLUNDH, *Doctor of Public Service*
CONSTANCE E. CLAYTON, *Doctor of Public Service*

1994
DAVID P. ROSELLE, *Doctor of Law*
CHARLES E. SWOPE, *Doctor of Public Service*

1995
WILLIAM A. BOUCHER, *Doctor of Public Service*

1996
CURT WELDON, *Doctor of Public Service*
ELINOR Z. TAYLOR, *Doctor of Public Service*

1997
JACOB LAWRENCE, *Doctor of Fine Arts*

1998
CHAIM POTOK, *Doctor of Humane Letters*
MARIAN WASHINGTON, *Doctor of Public Service*

1999
PASQUALE W. "PAT" CROCE, JR., *Doctor of Public Service*
CLIFFORD E. DeBAPTISTE, *Doctor of Law*

2000
DAVID P. HOLVECK, *Doctor of Public Service*
IRWIN H. POLISHOOK, *Doctor of Public Service*

2001
ALAN G. MACDIARMID, *Doctor of Science*
F. EUGENE DIXON, JR., *Doctor of Public Service*

2003
WILLIAM H. COSBY, JR., *Doctor of Public Service*
LISA SCOTTOLINE, *Doctor of Law*

2004
DANA GIOIA, *Doctor of Humane Letters*
JAMES M. RUBILLO, *Doctor of Science*

2005
HOWARD DODSON, *Doctor of Humane Letters*

2006
MOLLY D. SHEPARD, *Doctor of Humane Letters*
FELIX ZANDMAN, *Doctor of Science*

2007
CAROL WARE GATES, *Doctor of Public Service*

2009
RICHARD D. MERION, *Doctor of Public Service*

President's Medallion for Service

1986
EMILIE KESSEL ASPLUNDH
JANICE WEIR ETSHIED
W. GLENN KILLINGER

1987
THOMAS B. CHAMBERS
T. FRANK GANNON
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MICHAEL J. JONES
SARA L. SCHMID
KURT STRAUSS

1989
ATSUSHI MINOHHARA
MASAYOSHI TANAKA

1990
CLIFFORD E. DeBAPTISTE

1991
MORGAN DOWD
ADELYENE KELLY
ALVY KELLY

1992
STANLEY J. YAROSEWICK

1993
ALBERT E. FILANO

1994
JAMES L. LARSON
F. JOSEPH LOEPER

1995
CARLOS R. ZIEGLER

1997
RAY M. MINCARELLI, JR.
ROSANNE D. MINCARELLI

1998
HENRY A. JORDAN
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1999
LITTLETON G. MITCHELL

2000
MURIEL BERMAN
LARRY MENDTE

2002
MARTIN R. BERNDT

2004
DONALD MCILVAIN
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MARY RITA FILANO

2007
JANE HOFFER FEATHERMAN
JOHN A. FEATHERMAN III
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2008
ANTHONTY DiBONAVENTURA

2009
EMILY JANE LEMOLE
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SANDRA PRITCHARD MATHER

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LARRY A. NELSON

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MARY E. CRAWFORD

1995
RICHARD E. BLAKE
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JEROME M. WILLIAMS

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STERLING E. MURRAY

1998
KOSTAS MYRSIADES

2000
RICHARD EPSTEIN
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2001
RUSSELL VREELAND

2002
STACEY SCHLAU

2003
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2007
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LYNDA BALOCHE

2009
LISA KIRSCHENBAUM

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MARY A. KEETZ
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KOSTAS MYRSIADES
LOIS WILLIAMS

1984–1985
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RUTH I. WEIDNER

1986–1987
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KOSTAS MYRSIADES

1987–1988
WALLACE J. KAHN
STERLING E. MURRAY
ARLENE C. RENGERT

1988–1989
PAMELA HEMPHILL

1989–1990
MADELYN GUTWIRTH
JOAN HASSELQUIST

1990–1991
BENJAMIN WHITTEN

1991–1992
CHRISTOPHER BUCKLEY

1992–1993
WILLIAM TOROP

1993–1994
LOUIS CASCIATO

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T. OBINKARAM ECHEWA
PHILIP RUDNICK

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REBECCA PAULY
ELISE A. TRIANO

1997–1998
H. JAMES BURGWYN
JASMIN T. MCCONATHA

1998–1999
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1999–2000
LEIGH SHAFFER
RICHARD WOODRUFF

2000–2001
MARTHA POTVIN
KARIN VOLKWEIN

2001–2002
RONALD GOUGHER

2002-2003
FRANK E. FISH
C. GIL WISWAL

2003-2004
HELEN BERGER
GAIL GALLITANO

2004-2005
CLYDE GALBRAITH
FRANK HOFFMAN

2005-2006
WEI WEI CAI
FRANK HOFFMAN

2006-2007
JOHN BAKER
V. KRISHNA KUMAR

2008-2009
GOPAL SANKARAN

Distinguished Teaching Chairs

1982–1983
FRANK A. SMITH
JANE B. SWAN

Lindback Distinguished Teaching Award

1998
ERMINIO BRAIDOTTI

1999
SUSAN C. SLANINKA

2000
W. BENNETT PETERS

2001
ANNE-MARIE MOSCATELLI

2002
GAIL BOLLIN

2005
DENA BEEGHLY

2006
CHARLES GROVE

2007
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2008
MARGARETE LANDWEHR

2009
LEEANN SROGI

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DOROTHY NOWACK

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GEORGE CLAGHORN

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JUDITH FINKEL

1994
RICHARD VELETA

1995
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1997
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1998
DIANE O. CASAGRANDE

1999
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2001
ROBERT MAGGIO
KENNETH L. LAUDERMILCH

2002
HENRY GRABB

2003
DAVID SPRENKLE

2004
JAMES MCVOY

2005
CARL CRANMER

2006
OVIDIU MARINESCU

2007
LARRY NELSON

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JOHN VILLELLA

2009
CHRISTOPHER HANNING

Distinguished Faculty Award

1974–1975
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E. RILEY HOLMAN, *Teaching*
MICHAEL A. PEICH, *Teaching*

1975–1976
WALTER E. BUECHELE, JR., *Service*
CARMELA L. CINQUINA, *Service*
PHILLIP B. DONLEY, *Service*
GEORGE W. MAXIM, *Teaching*
EDWARD N. NORRIS, *Service*
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ROBERT E. BYTNAR, *Service*
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RUSSELL L. STURZEBECKER, *Service*

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RICHARD I. WOODRUFF, *Teaching*

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C. RALPH VERNO, *Teaching*
ROBERT H. WEISS, *Service*

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JOSEPH M. THORSON, *Service*

ACADEMIC CALENDAR 2010 – 2011

FALL SEMESTER 2010

August 28 – 29	Residence halls open
August 30	Classes begin – 8 a.m.
	Late Registration and Drop/Add
September 6	Labor Day (no classes)
September 9	Rosh Hashanah*
September 18	Yom Kippur*
October 11 – 12	Fall break (no classes)
November 24	Thanksgiving recess begins – 8 a.m.
November 29	Thanksgiving recess ends – 8 a.m.
December 11 – 12	Reading days
December 13	Last day of classes
December 14 – 18	Examination period
December 19	Commencement (undergraduate)
December 20	Commencement (graduate)

SPRING SEMESTER 2011

January 17	Martin Luther King, Jr. Day (no classes)
January 18	Classes begin – 8 a.m. Late Registration and Drop/Add
March 4	Spring break begins – 5 p.m.
March 14	Spring break ends – 8 a.m.
April 19	Passover*
April 22	Good Friday*
April 29	Last day of classes
May 2 – 6	Examination period
May 7	Commencement (undergraduate)
May 9	Commencement (graduate)

Please consult the current course schedule and the University's Web site (www.wcupa.edu) for the most up-to-date calendars, including the one for summer and for 2011-12.

*Although the University will be in session, no examinations are to be administered on these major Christian and Jewish holy days. All members of the academic community are also expected to be considerate of and provide appropriate accommodations to students of other faiths when assignments, exams, and other course requirements fall on the major holy days of their religions.

Weather Alert Notification

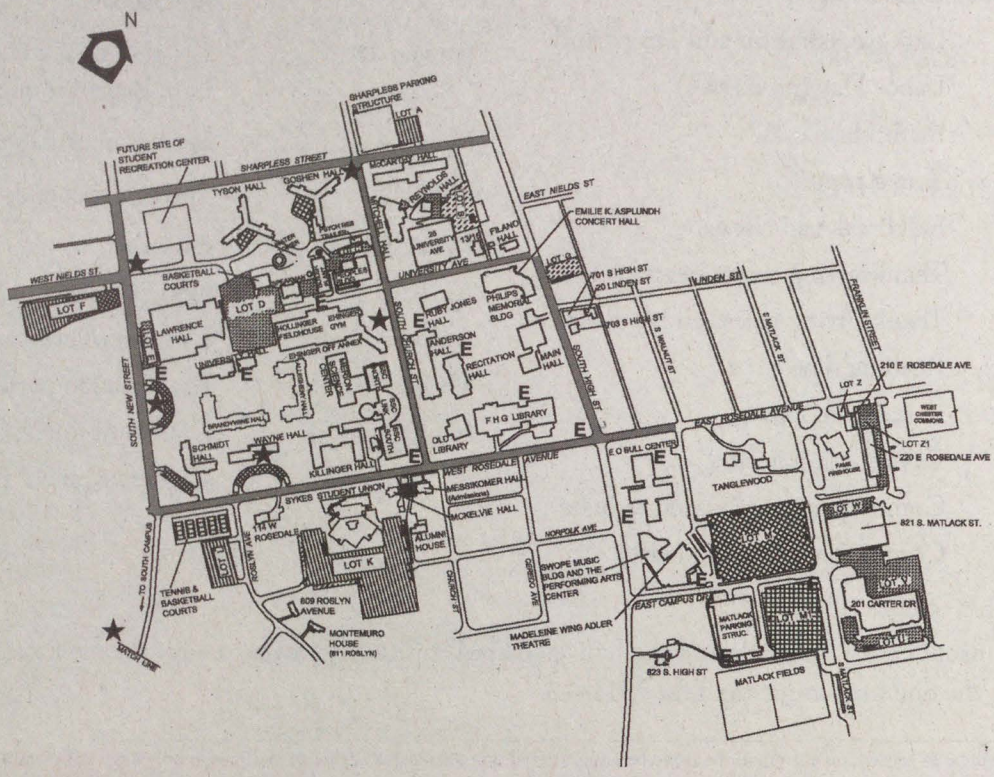
http://www.wcupa.edu/dps/emergency/WeatherEmergency.asp

When adverse weather conditions affect the routine operation of the University, information regarding class cancellations, delayed openings, and/or University closings will be publicized via multi-faceted communication media including the following:

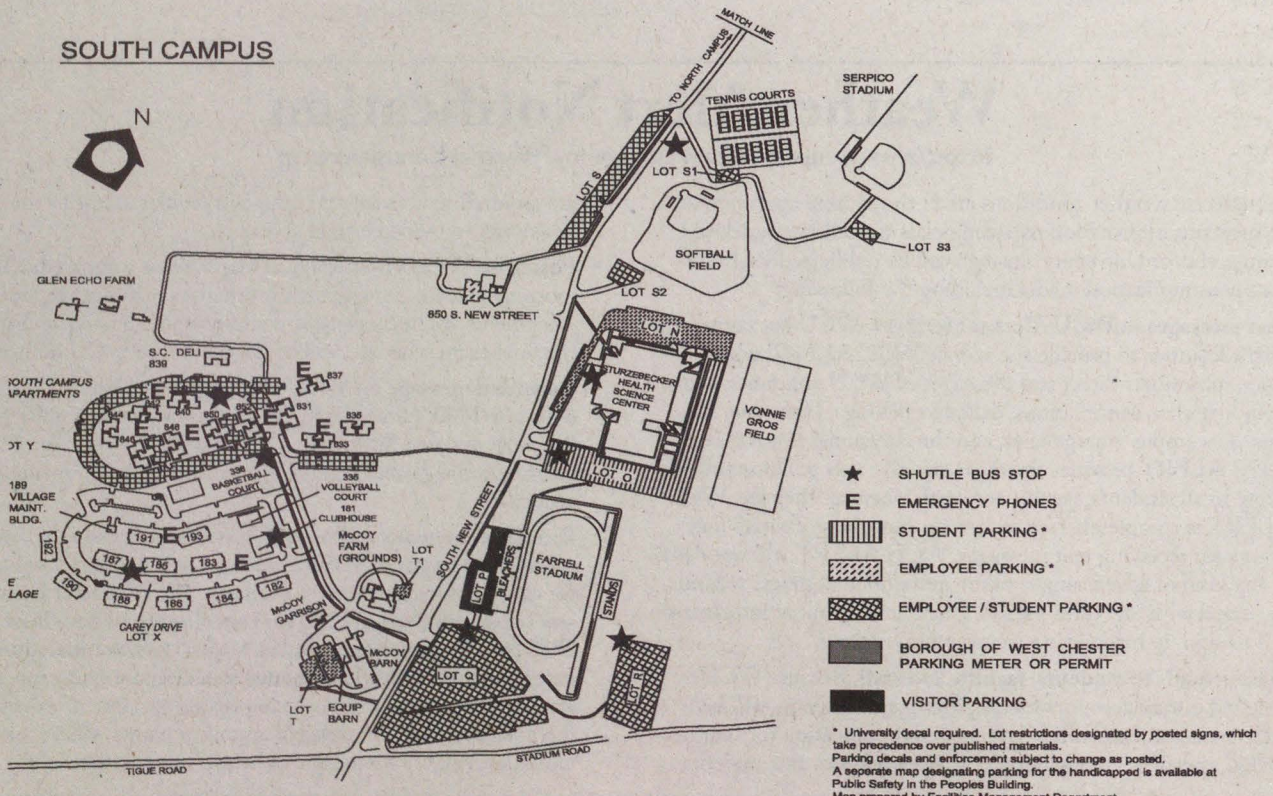
- **Text messages to WCU Alert subscribers.** WCU has contracted with e2campus to provide the service WCU ALERT, which sends subscribers direct text messages of WCU announcements, including class cancellations, delayed openings, University closings, on-campus emergencies, and the occasional test message. WCU ALERT provides the most effective way to communicate safety to all students, faculty, and staff, wherever they are. WCU ALERT is completely free to sign up, but phone carriers may charge for receiving text messages. WCU ALERT will not deliver any kind of advertising content, and phone numbers will not be shared with any third parties. Click here for more information and to sign up http://www.wcupa.edu/wcualert/.
- **Mass e-mails to students, faculty, and staff.** Because WCU-assigned e-mail accounts for employees and students will be used as one of the primary layers of communication for weather-related as well as emergency alerts, all employees and students are required to activate and maintain regular access to their University-provided e-mail accounts.
- **Posted on WCU's homepage at http://www.wcupa.edu.** The most up-to-date and specific information, including weather developments, event cancellations and postponements, or changes to the final exam schedule, will be posted on the WCU homepage.
- **Recorded message on WCU's Information Line, 610-436-1000.** However, the WCU homepage will always carry the most updated information as the weather event unfolds or as information is posted regarding cancellation/postponement of events.
- **Broadcast on many radio and TV stations.** Some radio and TV stations use a system of code numbers rather than school names for cancellations and announcements. **West Chester University's code numbers are 853 for cancellation of day classes and 2853 for evening classes, and at http:// www.wcupa.edu/dps/emergency/ WeatherEmergency.asp.** Because radio and TV stations are generally not able to provide specific information, the most accurate and detailed announcements will be maintained on WCU's homepage at **http://www.wcupa.edu.**

Campus Map

NORTH CAMPUS



SOUTH CAMPUS



* University decal required. Lot restrictions designated by posted signs, which take precedence over published materials.
Parking decals and enforcement subject to change as posted.
A separate map designating parking for the handicapped is available at Public Safety in the Peoples Building.
Map prepared by Facilities Management Department.

Index

A

Academic
- Advising, 33
- Affairs, 31–37
- Calendar, 185
- Classification, *See* Student Standing
- Development Program, 32
- Foundations, 39–40
- Integrity Policy, 51–54
- Passport, 8
- Policies, Exception to, 59
- Policies and Procedures, 45–61
- Recovery Plan, 56
- Renewal Policy, 56-57
- Standards: Probation and Dismissal, Maintenance of, 55-56

Acceptance Fee, 11
Accommodations, ii
Accounting, Department of, 65–66
Accreditation, ii
Activities, 28–30
ADA
- Classroom Accommodations Appeals Procedure, 34–35
- Policy and Accommodations, ii
- Policy Statement, 61

Adding a Course, 46
Adjunct Faculty, 180
Administration, 169
Admission
- Requirements, 7–8
- to Teacher Education, 161-162
- to West Chester University, 7–9

Adult Studies, *See* Nondegree Students
Advanced Placement Program, 58
Affirmative Action Policy, ii
African-American Studies Minor, *See* Liberal Studies Program
Air Force ROTC, 36, 92
Alumni Association, 31
American Studies Program, 112-113
Anthropology and Sociology, Department of, 66–67
Anticipated Time for Degree Completion, 58-59
Applicable Catalog Year, 38
Application
- Fee, 11
- for Admission, 7–8

Applied Music, Department of, 134–136
Arabic, *See* Languages and Cultures
Aralia Press, 37
Armed Services Programs, 36
Armed Services Reserve Officer Candidate Program (ROC), 36
Army ROTC, 36, 91-92
Art
- Collections, 6
- Department of, 68-70

Assessment, 32
Astronomy, *See* Geology and Astronomy
Athlete Absence Policy, *See* Excused Absences Policy
Athletic Training, *See* Sports Medicine
Athletic Program, Intercollegiate, 30–31
Attendance Policy, 48
Audit Fee, 12
Auditing Privileges, 47-48
Awards, *See* Scholarships and Awards

B

Baccalaureate Degree Requirements, 38–45
Basic Proficiency, 38
Biology, Department of, 70-73
Board of
- Directors, Alumni Association, 168
- Directors, West Chester University Foundation, 168
- Governors, 168

Bookstore, 24
Brandywine Ballet Program, 31–32
Bus Transportation on Campus, 24–25

C

Calendar, Academic, 185
Campus
- and Facilities, 4–6
- Description of, 4–5
- Map, 186

Career Development Center, 25
Catalog Year, Applicable, 38
Certification
- Admission for, 9
- Teaching, 161–163

Changing Majors, 46
Chemistry, Department of, 74–76
Chemistry-Biology, *See* Chemistry, Pre-Medical Program
Children's Center, 25
Class Load, *See* Full-time status
Classification
- Degree – Definitions, 45
- of Students, 23

Classroom Behavior, Disruptive, 54–55
CLEP, 36, 58
Coaching, *See* Kinesiology
College Level Examination Program (CLEP), 36, 58
College Literature, 37
Commencement Fee, 12
Commonwealth of Pennsylvania, 168
Communicable Diseases (immunization for student teachers), 26
Communication Studies, Department of, 76–78
Communications Directory, ii
Communicative Disorders, Department of, 79
Commuters, *See* Off-Campus Students
Comparative Literature Minor, 94
Computer Science, Department of, 80–81
Computing Services, *See* Information Services
Continuing Education, *See* Nondegree Students
Correspondence Courses Policy, 58
Council of Trustees, 168
Counselor Education, Department of, 82
Counseling and Psychological Services Department, 25
Counseling Center, 25
Course
- Audit Fee, 12
- Prefixes, Guide to, 64

Creative Writing, *See* English
Credit by Examination, 48
- Fee, 12

Criminal Justice, Department of, 82–84
Culture Clusters, Languages, 44-45
Cumulative Grade Point Average, 49
- Required for Graduation, 58

Cut Policy (Undergraduate Student Attendance Policy), 48

D

Damage Fee, 12
Dance, *See* Theatre and Dance
Darlington Herbarium, 5
Daycare, *See* Children's Center
Deadline for Application, 7
Dean's List, 55
Degree
- Classification – Definitions, 45
- Completion, 58-59
- Programs, 63
- Graduate, 36–37
- Undergraduate Programs, 63
- Requirements, 38–45, *See also individual programs of study*

Description of the Campus, 4–5
Dining Accommodations, 24, *See also* Meal Fee
Direct
- Loan Program, 13
- Parent Loan for Undergraduate Students, 13-14

Directions to the University, 4
Directory Information – Rights and Privacy Act of 1974, 59
Disabilities
- Services for Students with, 34
- Students with, 8–9

Dismissal, Academic, 55-56
Disruptive Classroom Behavior, 54–55
Distributive Requirements, 40
Diverse Communities
- Requirement, 39–40
- Courses, 41

Double Major, 45

Dropping a Course, 46
Dual Degrees, 45-46
and Majors, 38

E

E-mail Accounts, Student WCU, 33
Early Admission, Policy on, 7
Early and Middle Grades Education, Department of, 84–88
Earth Science, *See* Geology and Astronomy
Economics and Finance, Department of, 88–91
Educational
Development, Department of, 91
Psychology, *See* Professional and Secondary Education
Services Fee, 9
Elementary Education *See* Early and Middle Grades Education
Emergency
Alert Notification, 27, 185
Preparedness, 27
Emeriti, 180–181
Engineering, 33, 144–145, *See* also Physics
English, Department of, 93–98
Enrollment, 3
Environmental
Health, *See* Department of Health
Programs, 32
Ethnic Studies Program, 113
Evening Studies, *See* Nondegree Students
Exception to Academic Policies, 59
Excused Absences Policy for University-Sanctioned Events, 48-49
Exemption from Final Examinations, 49
Experiential Learning Credits, 58

F

Faculty, 170-184
Faculty Awards, 180-184
Family Educational Rights and Privacy Act, 59–60
Federal
Direct Loan Program, 13
Parent Loan for Undergraduate Students (PLUS), 13-14
Pell Grant, 14
Perkins Loan Program, 13
Supplemental Educational Opportunity Grant (FSEOG), 13
Work Study Program, 13
Fees and Expenses, 9–12
Field Experiences, School Assignments, 45
Film Theory and Criticism, *See* English
Final Examinations, Exemption from, 49
Finance, *See* Economics and Finance
Financial Aid, 12–23
Foreign
Languages, *See* Languages and Cultures, Department of
Students, *See* International Students
Former Students, Readmission of, 9
Francis Harvey Green Library, 6
Fraternities, 29
Frederick Douglass
Institute, 3
Society, 3–4
French, *See* Languages and Cultures
Freshman Interest Groups, 34
Full-Time Status, 45

G

GI Bill, *See* Veterans Affairs
General
Education Requirements, 38–45
Fee, 9
Geography and Planning, Department of, 98–101
Geology
and Astronomy, Department of, 101–103
Museum, 5
German, *See* Languages and Cultures
Grade Point Average, Cumulative (GPA), 49
Grade
Appeals, 50-51
Changes, 49
Reports, 49
Grading System, 49
Graduate
Credit (for Undergraduates), 48
Studies, 36–37
Graduation
Fee, *See* Commencement Fee
Honors, 59
Responsibility (for satisfying requirements), 38
Requirements, 58
Grants, 14
Greek
Letter Organizations, 29
Life, 25
See also Languages and Cultures
Green Library, 6
Guaranteed Student Loan, *See* Federal Direct Loan Program
Guide to the Catalog, 64

H

Health
and Physical Education, *See* Kinesiology and Physical Education Majors Fees, 12
Center Fee, 9
Department of, 103–107
Services, 25–26
Hebrew, *See* Languages and Cultures
Hispanic-American Studies, *See* Ethnic Studies Program
Historical Properties, 6
History
Department of, 107–110
of the University, 3
Holocaust Studies, Minor in, 113
Honor Societies, 29-30
Honorary Degrees, 182
Honors
College, 31, 110–112
Graduation, 59
Housing
Assignments, 24
Deposit, 11
Fee, 10
Off-Campus, 24
On-Campus, 23–24
Refunds, 11
How to Reach West Chester, 4

I

Identification Card Fee, 10, 12
Independent Study, 48
Index, 186–190
Individualized Instruction, 48
Infirmary, *See* Health Services
Information Sciences, *See* Computer Science
Information Services, 5
Institute for Women, 4
Instructional
I Certificate, 163
II Certificate, 163
Instrument Rental Fee, 12
Insurance
Liability for nursing students, 139
Programs, 26
Requirements for International Students, 8
Intention to Graduate, Required Notice, 59
Intercollegiate Athletic Program, 30–31
Interdisciplinary
Courses, Approved, 41-42
Programs, 112–115
Requirement, 40
International
Education, 32
Insurance Requirements, 8
Students, 8
Internships, 35–36
Introducing West Chester University, 3–4
Italian, *See* Languages and Cultures

J

Jewish-American Studies, *See* Ethnic Studies Program
Journal of the Hellenic Diaspora, 37
Journalism, *See* English
Judicial Affairs and Student Assistance, 26

K

Key (to symbols), 63
Kinesiology, Department of, 115–118

L

Language
and Cultures Requirements, 44–45
Culture Clusters, 44-45
Languages and Cultures, Department of, 119–124
Late
Payment Fee, 11
Registration Fee, 11

Latin, *See* Languages and Cultures
Latin-American Studies Program, 114
Learning Assistance and Resource Center, 33–34
Liberal Studies Program, 124–125
Library Services, 5-6
Francis Harvey Green, 6
Presser Music Library, 6
Life Learning Experience, *See* Experiential Learning Credits
Linguistics Program, 114
Literacy, Department of, 125–126
Literature, *See* English
Loans, Student, 13-14
Location of the University, 4
Lost Key Replacement, 12

M

Mail Service, 26
Majors, Changing, 46
See also individual programs of study
Management, Department of, 127–128
Map of
the Campus, 186
Marketing, Department of, 128–129
Married Students (housing), 24
Mathematics, Department of, 129–132
Meal
Fee, 10
Plans, *See* Dining Accommodations
Refunds, 11
Media Organizations, Student, 29
Military Science, 91-92
Minor Fields of Study, 46
Mission of the University, title page
Multicultural Affairs, 26–27
Music
Applied Music, Department of, 134–136
Education, Department of, 136-137
History and Literature, Department of, 137
Instrument Rental Fees, 12
Library, Presser, 6
School of, 133–134
Theory and Composition, Department of, 137-138
Musical Organizations, 29

N

Name Changes, 59
National Student Exchange Program, 32
Native American Studies, *See* Ethnic Studies
New Student Programs, 27
Noncredit Courses, *See* Nondegree Students
Nondegree Student Application Fee, 11
Nondegree Students, 36
Nondiscrimination Policy, ii
Notice of Intention to Graduate, 59
Nursing, Department of, 138-141

O

Observatory, 5
Off-Campus
and Commuter Services, 24
Housing, 24
Students, 23
On-Campus Housing, 23–24
Organizations, 28–30
Orientation Programs, *See* New Student Programs
Overloads, 45
Overseas Study, *See* International Education

P

Parent Loan for Undergraduate Students, Direct (PLUS), 13-14
Parking
Decal, *See* Vehicle Registration
Fees, 12
Improvement Fee, 9
Partial Payment Policy, 11
Pass/Fail Policy, 47
Passport, Academic, 8
Payment of Fees, 10–11
Peace and Conflict Studies Program, 114-115
Pell Grant, Federal, 14
Pennsylvania State System Visiting Student Program, 32
Perkins Loan Program, Federal, 13
Pharmaceutical Product Development, 141–142
Philosophy, Department of, 142–144
Physical
Education, Department of, *See* Kinesiology
Education Uniforms (Fees), 12
Examinations, 8, 26
Fitness, *See* Kinesiology
Physics, Department of, 144–146
Placement, *See* Career Development Center
Planetarium, 5
Planning, *See* Geography and Planning
Poetry Center, 37
Policy on Disruptive Classroom Behavior, 54-55
Political Science, Department of, 146–149
Portfolio Assessment Fee, 12
Portuguese, *See* Languages and Cultures
Post-Baccalaurete Teacher Certification, 36
Post Office, *See* Mail Service
Praxis Series Examinations, 162
Pre-Business, *See* Economics and Finance, Management, and Marketing
Pre-Law, 33, *See also* Political Science
Pre-Major Academic Advising Program, 33
Pre-Medical Program, 33, 149-150
Pre-Professional Study, 32–33
Presser Music Library, 6
Probation, Academic, 55-56
Professional
and Secondary Education, Department of, 150–152
Education Requirements, 150
Organizations, 28–29
Studies, 124, 125
Proficiency, Basic (English and mathematics), 38, 39
Programs
Graduate, 36–37
of Study and Course Offerings, 64
Undergraduate, 63
Psychological Services, 25
Psychology, Department of, 152–153
Public
Health, *See* Department of Health
Management, Minor in, 148
Safety, 27
Publications and Media Organizations (Student), 29

Q

Quad, The, 29

R

Radio station, *See* WCUR
Reading, *See* Literacy
Readmission
of Dismissed Students, 56
of Former Students, 9
Readmitted Students (housing), 24
Recreation and Leisure Programs, 30
Refund Policy, 11
Religion, *See* Philosophy
Religious Organizations, 29
Renewal Policy, Academic, 56-57
Repeat Course Procedure, 47
Repeating Courses, 47
Required Notice of Intention to Graduate, 59
Requirements
for Admission, 7–8
for the Baccalaureate Degree, 38–45
for General Education, 38–45
for Graduation, 58
Residence Life and Housing Services, 23
Resident
Credit Requirement, 58
Students, 23
Respiratory Care, *See* Health
Responsibility (for satisfying graduation requirements), 38
Rights and Privacy Act, 59–61
Robert B. Gordon Natural Area for Environmental Studies, 5
ROTC Programs, 36, 91-92
Russian, *See* Languages and Cultures
Russian Studies Program, 115

S

SAT (Arranging for Tests), 7
Scheduling Courses, 46
Scholarly Publications, 37
Scholarships and Awards, 14–23
School Assignments for Field Experiences, 45
Second Degrees, 9, 45
Secondary Education, *See* Professional and Secondary Education

Security, *See* Public Safety
Serpentine, The, 29
Service-Learning and Volunteer Programs, 27-28
Service Organizations, 29
Services for Students with Disabilities, 34–35
Sexual Harassment Policy, ii
Snow Days, *See* Weather Alert Notification
Social Studies Teacher Certification, 153-154
Social Work, Department of, 154–156
Sociology, *See* Anthropology and Sociology
Sororities, 29
Spanish, *See* Languages and Cultures
Special Collections, *See* Francis Harvey Green Library
Special Education, Department of, 156-159
Speech
and Hearing Clinic, 6
Pathology, *See* Communicative Disorders
Sports, *See* Intercollegiate Athletic Program
Sports Medicine, Department of, 159–161
SSI, 28
Fee, 9
State
Grants, 14
System of Higher Education, 168
Status, Full-Time, 45
Structure of Academic Affairs, 62
Student
Activities, 28-30
Affairs, 23–31
Attendance Policy, 48
Class Load, *See* Full-Time Status
Consumer Rights and Responsibilities, 13
Government, *See* SSI
Leadership and Involvement, 28
Name Changes, 59
Newspaper, *See The Quad*
Organizations, 28–30
Services, Incorporated (SSI), 28
Recreation Center Fee, 9-10
Standing, 45
Teaching, 162
Union Fee, 9
Union Expansion Fee, 9
WCU E-mail Accounts, 33
Students
with Disabilities (housing), 24
with Disabilities, Services for, 34
Study Abroad Program, 119
Summer Sessions, 36
Supplemental Educational Opportunity Grant, Federal (FSEOG), 14
Sykes Union Building, 28

T

Taking Courses
Off Campus, 57
Out of Sequence, 47
Teacher
Certification Programs, 161-163
Education, Formal Admission to, 161-162
Teaching
Certificates, 163
Certificaton, 162
Technology Tuition Fee, 10
Television station, WCUTV5
Theatre and Dance, Department of, 163–166
Toxicology, *See* Chemistry
Transcript Fee, 12
Transcripts, 59
Transfer
of Credit, 57
Students, 7–8
Students (housing), 24
Tuition Rates, 9
Tutoring Center, *See* Learning Assistance and Resource Center

U

Uncollectible Check Policy, 11
Undergraduate Programs, 63

V

Values Statement, title page
Vehicle Registration, 27
Veterans Affairs, 36
Vision Statement, title page
Visiting Student Program, Pennsylvania State System, 32
Volunteer Programs, 27–28

W

Weather Alert Notification, 185
WCU E-mail Accounts, Student, 33
WCUR, 29
WCUTV5, 29
Wellness Center, *See* Health Services
West Chester
How to Reach, 4
Withdrawal/Enrollment Change and Aid, 12–13
Withdrawal from the University, 47
Withdrawals from Housing, 24
Withdrawing from a Course, 46-47
Women's
Center, 28
and Gender Studies Program, 166-167
Work Study Program, Federal, 13
Writing
Emphasis Courses, 40–41
See also English

X-Y-Z

Yearbook, See *The Serpentine*